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*TEACHER SELECTION, *SELECTION, *NATIONAL SURVEYS, *URBAN SCHOOLS, *COMPARATIVE ANALYSIS, PUBLIC SCHOOL SYSTEMS, QUESTIONNAIRES, NEW YORK, NEW YORK,

A NATIONAL SURVEY QUESTIONNAIRE PERTAINING TO POLICIES AND PROCEDURES OF TEACHER SELECTION WAS SENT TO OVER 380 LARGE SCHOOL SYSTEMS ACROSS THE NATION. ONLY THOSE SYSTEMS HAVING AN ENROLLMENT OF AT LEAST 12,000 STUDENTS WERE INCLUDED. COMPARISONS WERE MADE WITH RESPECT TO SCHOOL SYSTEM SIZE, TEACHER SELECTION RATE, TEACHER TURNOVER RATE, AND STUDENT-TEACHER RATIO BY ANALYZING AND INTERPRETING RESPONSES OF 85 PERCENT OF THE SCHOOL SYSTEMS. LIMITATIONS AND IMPLICATIONS OF THE STUDY WERE DISCUSSED, AND SEVERAL SUGGESTIONS FOR FURTHER RESEARCH WERE OFFERED. A MAJOR FINDING WAS THAT SELECTION METHODS IN MOST SCHOOL SYSTEMS FOCUS ALMOST EXCLUSIVELY ON THE OVERT, PERIPHERAL ASPECTS OF THEIR TEACHER CANDIDATES, AND NOT ON COVERT, DYNAMIC PERSONALITY CHARACTERISTICS. IT APPEARED, THEREFORE, THAT MOST SELECTION PROCEDURES ARE DETERMINED BY WHAT IS EASILY OBTAINED RATHER THAN ON WHAT MIGHT BE IMPORTANT TO ASSESS, INCLUDING THE MENTAL HEALTH OF PROSPECTIVE TEACHERS. (JH)

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TEACHER SELECTION POLICIES AND PROCEDURES IN LARGE PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES

Cooperative Research Project No. S-334

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The City University of New York

1966

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PREFACE

The Board of Examiners of the New York City Board of Education is the most active selection agency in public education today. Over 50,000 applicants are examined annually for hundreds of different teaching and other pedagogical positions.

Small wonder is it, therefore, that the Board of Examiners has always been a zealous critic of its own procedures, constantly seeking to improve. Indeed, an imposing record of modifications has been established over the past few years. Nevertheless, it has been a source of dissatisfaction to it, to note the repeated difficulties in obtaining a research staff to embark on the fundamental problems of studies of validity and reliability of procedures. It is, furthermore, a source of chagrin to note that the problem of selection of school personnel has been under-investigated, despite its patent significance in an era which so acknowledges the importance of education. No doubt the persistent difficulty in establishing satisfactory criteria serves to deter most research workers, particularly since few can command the resources of a David Ryans, to cite a conspicuous exception.

In an effort to turn attention to the problem of selection of school personnel, the Board of Examiners has undertaken the study, now being prefaced. The first question to be asked is: "How do large school systems select their personnel?" This is a necessary preliminary to the more fundamental, more difficult questions involving evaluation of procedures, which must eventually be posed.

Fortunately for the Board of Examiners, at the time it was interested in this question, it had available as its sole research worker, Dr. Perry M. Kalick, a former classroom teacher with a doctorate gained in the area of the study of educational personnel. The study was started with Dr. Kalick's good help and reached an advanced point - questionnaires developed, data collected, analysis begun - when Hunter College showed astuteness in its personnel selection by acquiring Dr. Kalick for its faculty. Good fortune struck the Board of Examiners again, when Dr. Gerhard Lang was appointed as a research associate, a sparkling example of the virtues of open competitive merit examination. Dr. Lang then went ahead to complete the study with the continued cooperation of Dr. Kalick and the research committee of the Board of Examiners.

Completion of the study would not have been possible within the limited resources of the Board of Examiners. It is with a deep sense of gratitude that the aid of the United States Office of Education is hereby acknowledged. Through a generous grant, the data completed by the cooperating school systems were processed electronically, thereby making the results available before they became obsolete.

There are many individuals whose cooperation and assistance it is a pleasure to recognize. Professor Robert L. Thorndike, Dr. Donald Medley, and Dr. Joseph Justman gave valued advice and consultation with respect to collection and treatment of data. Messrs. Mendl Hoffman and Herbert Sichel of Abacus Associates, Inc., were most helpful in translating into plain language the intricacies of data processing and interpretation of the mass of findings. Miss Sue Moskowitz provided her gifted talent to the editorial process. Dr. Albert J. Harris, Director, Office of Research and Evaluation, Division of

Teacher Education of The City University of New York, sponsored the research proposal, and provided thoughtful ideas for obtaining the grant. Dr. Claude E. Hawley, Secretary of the Research Foundation of The City University of New York, transmitted the proposal; Mr. Jacob L. Blank, Treasurer of the Foundation, took care of the onerous task of dispersing the funds; and Mrs. Anda Andersons, Research Assistant of the Foundation, extended aid graciously.

In order to capitalize on the effects of recency, the deepest expression of gratitude is left for last. The 320 cooperating school systems, listed in Appendix B, made the study possible. In an era of overdose of questionnaires, the officials in these school systems filled out, with care and attention, the king-sized variety that provided the raw material for this study. In expressing the appreciation of the Board of Examiners to these school officials, the hope is voiced that this study may help to improve teacher selection procedures in their school systems. Thus, it may serve to improve the education of our children, which achievement is after all, our reason for undertaking the study.

Harry B. Gilbert

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CHAPTER I

INTRODUCTION

Problem

The current continuing shortage of teachers (NEA, 1965) has made it increasingly difficult to staff our schools with qualified personnel. Reasons for the present teacher shortage include: (1) the low birth rate during the depression years, (2) the inability of the teaching profession to attract enough of the cream of the high school graduates, the greater part of which is drawn off by other vocations, (3) the comparatively high teacher turnover rate (approximately 10 per cent annually), (4) the inadequacy of teacher salaries, (5) the relatively mediocre public image of the school teacher, (6) the population explosion in recent years, (7) the continuing pattern of reduction of teacher-pupil index, (8) increasing requirements for admission to the profession of teaching, and (9) increasing demands made on teachers to participate in out-of-classroom activities.

Nevertheless, there are some indications that the supply of teachers will increase during the next decade (Steward, 1964). Improvements in salary schedules and working conditions can help to increase the number of applicants for teaching positions. However, even so, it is by adopting effective teacher selection policies and procedures that a school system can most readily reap the best of its annual harvest of applicants. In the present situation, it is especially essential that good teachers not be "lost" through inefficient selection methods.

In attempting to develop sound teacher selection policies and procedures it is helpful for any school system to become familiar with the practices and experiences of other school systems. Since, to date, there has been very scant quantitative research into the entire scope of the teacher selection process, it was decided to make the study reported here, which represents an attempt to survey teacher selection policies and procedures prevailing in large public school systems.

Since larger school systems employ a greater number of teachers than do smaller systems, it was deemed appropriate to assign priority to the survey of large school systems.

It was postulated as motivation for the study that the selection of teachers might well have a substantial effect upon the success of education in this critical period of American society.

Related Research

A review of the literature on teacher selection methods indicated that although teacher selection policies and procedures have attracted much attention over the years, no comprehensive survey of methods used by large public school systems has been undertaken (e.g., Ryans, 1949a; Ross, 1955; Bradfield and Edwards, 1958; Hall and Vincent, 1960; Durflinger, 1963).

In 1951 the American Association of Examiners and Administrators of Educational Personnel published a monograph which was designed to serve as a reference book for superintendents, examiners, educational personnel workers, and members of boards of education. The monograph presented the history of the merit system, offered a set of principles of teacher selection, and dealt with recommendations made by members of the panel of experts regarding specific aspects of the selection process, such as methods of recruitment, eligibility requirements, kinds of examinations, and the probationary period.

The only relatively recent study of any magnitude was conducted eight years ago by the National Education Association (NEA, 1956). This study dealt primarily with the entire area of personnel administration and only partially with the teacher selection process.

A sizeable number of articles offered suggestions regarding what should be done in the field of teacher selection but no empirical data were presented (e.g., Ryans, 1949b; Am. Assn of Sch. Adm., 1955; Chichester, 1956; McIntyre, 1958; Carlo, 1959; Carey, 1959).

Another group of articles reported on some practices prevalent in a few small school systems (e.g., Mintzer, 1957; Lennon, 1958; Green, 1960; Redefer, 1962).

Hall and Vincent (1960) in their review of the literature dealing with teacher selection methods observed that: (1) increasingly, administrators are relying upon the interview as a primary method of gathering data, (2) examinations are becoming increasingly important as selection devices, and (3) letters of recommendation, although considered to be of dubious value, have been widely used in the selection process for many years. The authors concluded their review with a note of caution. Even though a large variety of techniques and instruments have been used to select teachers, it should be emphasized "that until more is known about predicting effective teaching and the behaviors which characterize effective teachers, little can be done to develop techniques and instruments for selecting teachers" (p. 1377).

Objectives

The objectives of the study were as follows:

(1) To survey teacher[1] selection policies and procedures in large public school systems.

(2) Within the rubric of "large" systems, to compare school systems of various sizes with respect to their teacher selection policies and procedures.

---

[1] This study dealt only with regularly appointed teachers.

(3) To determine relationships of teacher selection policies and procedures to teacher selection rate and to teacher-pupil index.

(4) To determine fields of needed research in the area of teacher selection.

Questions Posed

The following questions were raised:

(1) What are the teacher selection policies and procedures in large public school systems?

(2) With respect to which teacher selection policies and procedures do similarities exist among large public school systems?

(3) With respect to which teacher selection policies and procedures do absolute trends exist among school systems according to size?

(4) With respect to which teacher selection policies and procedures do school systems included in one stratum deviate from the absolute trend established by school systems included in the other strata?

(5) To what extent are teacher selection policies and procedures related to teacher selection rate?

(6) To what extent are teacher selection policies and procedures related to teacher-pupil index?

Operational Definitions

Large school system	a system having 12,000 or more pupils
Regularly appointed teacher	a teacher who has received a contract for the school year and is not assigned on either a substitute or a per diem basis
Teacher selection rate	$\left[\frac{\text{number of teachers hired to fill vacancies}}{\text{number of teachers in school system, including new positions}}\right] 100$
Teacher turnover rate	$\left[\frac{\text{number of teachers hired to fill vacancies minus the number of teaching positions newly created}}{\text{number of teachers in school system, including new positions}}\right] 100$
Teacher-pupil index	number of teachers per 1000 pupils

School system strata	groupings of school systems on the basis of size of the teaching staff
Stratum 1	those school systems having a teaching staff of 3000 or more
Stratum 2	those school systems having a teaching staff of 1400-2999
Stratum 3	those school systems having a teaching staff of 800-1399
Stratum 4	those school systems having a teaching staff of 600-799
Stratum 5	those school systems having a teaching staff of 400-599
Similarity of responses among school systems	responses (in per cent) made by strata of school systems, which are included within a specified range
great similarity	responses which lie within a range of 0-5
moderate similarity	responses which lie within a range of 5.1-10.0
slight similarity	responses which lie within a range of 10.1-15.0
Absolute trend	a continual increase or decrease in the percentage of responses found, when school system strata are compared in sequence
Analysis of existing staff resources	an inventory of personal and professional characteristics of staff members currently employed by the school system
Question	one of the six questions posed for the study
Questionnaire item	a component or sub-component of the Teacher Selection Questionnaire

CHAPTER II

METHOD

Population

A total of 382 large public school systems (those having at least 12,000 pupils) was identified. Of this number of school systems, 320 (83.8%) returned the Teacher Selection Questionnaire. The distribution of the school systems which were contacted and responded is shown below:

Stratum[1]	Pupil Enrollment	No. of Systems Contacted	No. of Systems Responding	% Responding
1	100,00 or more	19	18	94.7
2	50,000 - 99,999	42	42	100.0
3	25,000 - 49,999	71	64	90.1
4	12,000 - 24,999	250	196	78.4
	TOTAL	382	320	83.8

Pupil enrollment is one way of looking at school system size. However, since the problem under study was teacher selection, it seemed more meaningful and functional to consider the size of a system in terms of the number of teachers that it employs. Accordingly, the responding systems were distributed among the strata as follows:

Stratum	No. of Teachers in System	No. of Systems Contacted	No. of Systems Responding	% Responding
1	3000 or more	29	28	96.6
2	1400 - 2999	56	54	96.4
3	800 - 1399	93	79	84.9
4	600 - 799	85	73	85.9
5	400 - 599	119	86	72.3
	TOTAL	382	320	83.8

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[1] Classification system used by the National Education Association. However, in this study because of the operational superiority of the alternate use of the term "stratum" which immediately follows, the NEA "strata" were not used in this study.

It should be noted that whereas the grouping of school systems with respect to pupil enrollment resulted in a very uneven distribution, the grouping of the responding systems into five strata, according to number of teachers in a system, resulted in a more even distribution of the respondents.

In establishing ranges for the strata, the respondent systems were ranked on the basis of size (number of teachers in system) by intervals of 50 (teachers). Systems ranged in size from 400 to over 40,000 teachers. Since natural break points in the ranking occurred at 1400 and 3000 teachers, Stratum 1 was established at 3000 teachers and over, and Stratum 2 at 1400-2999 teachers. The remaining systems, ranging in size from 400 - 1399 teachers, were then allocated to three additional strata (Stratum 3, 800-1399 teachers, Stratum 4, 600-799 teachers, and Stratum 5, 400-599 teachers). In establishing ranges for these three strata it was not intended that each stratum contain an equal number of systems. To do so would have necessitated breaking into two intervals (550-599 and 750-799) that contained 23 and 8 systems respectively.

Instrumentation

Using as a basis a review of the literature and the researchers' own knowledge of the field, a Teacher Selection Questionnaire[2] was developed covering the following areas of teacher selection policies and procedures:

1. Analysis of existing staff resources (1,2)[3]
2. Preparation and use of job descriptions (3)
3. Resources used in the recruitment of applicants (4,33)
4. Means of giving prospective candidates information regarding the school system to which they are applying (7)
5. Non-local selection of teachers (8,22,23,24)
6. Use of the application form (9)
7. Professional preparation required for teaching positions (10,25,26)
8. Use and follow-up of references (11,12)
9. Use of examinations (written, oral, physical, etc.) (5,6,13,27,28,29)
10. Interview techniques in teacher selection (14,15,16,17,30,31)

---

[2] Questionnaire items are listed in Table 7, Appendix A.

[3] The numbers in parentheses refer to section numbers of the questionnaire.

11. Classroom observation of candidates (18,19,32)
12. Use of eligibility lists (20)
13. Timing of notification of appointment (34)
14. Declination of offer of appointment (35)
15. Appeals from the decision of the selecting authority (21)

Procedure

Data Collection

The questionnaire was sent during October 1963 to all large public school systems in the nation. During January 1964 a follow-up questionnaire was mailed to those school systems which had not replied. School systems which returned questionnaires containing incomplete and/or omitted items were contacted during March 1964 for the missing data. By the end of April 1964, 83.8% (N = 320) of 382 school systems contacted had returned useable questionnaires.

The request to complete the questionnaire was addressed to the superintendent of the school system. Table 1 shows the title of the person who actually filled out the form. In at least 95% of the systems a high ranking official supplied the data requested. Furthermore, the questionnaire dealt with factual rather than attitudinal information and thus, presumably, the respondent was more likely to furnish accurate information. It may be assumed, therefore, that reliable responses were obtained.

TABLE 1

Title of Person Who Completed the Questionnaire

Title	N	%
Superintendent	96	30.0
Personnel Director	92	28.8
Assistant Superintendent in Charge of Personnel	88	27.5
Director of Research	11	3.4
Associate Superintendent	4	1.2
Other[a]	13	4.1
Not specified	16	5.0
TOTAL	320	100.0

[a] Other Persons: Chief Examiner, Assistant Superintendent in Charge of Administration, Administrative Assistant to Superintendent.

Data Analysis

Questionnaire responses were codified for data processing. Initially it had been planned to compare school systems with respect to their teacher selection policies and procedures in terms of the number of pupils enrolled as well as the number of teachers employed. It had been also planned to determine relationships between certain aspects of teacher selection policies and procedures and teacher selection rate, teacher turnover rate and teacher-pupil index.

Intercorrelations were obtained among the five variables -- number of pupils, number of teachers, teacher selection rate, teacher turnover rate, and teacher-pupil index -- to determine whether it would be necessary to study all the relationships mentioned above. The intercorrelations are shown in Table 2.

TABLE 2

Intercorrelations Among Selected Variables
(N = 320)

Variable	2	3	4	5
1 (No. of Pupils)	.992	-.065	-.092	-.132
2 (No. of Teachers)		-.057	-.085	-.079
3 (Teacher Selection Rate)			.824	-.062
4 (Teacher Turnover Rate)				-.018
5 (Teacher-Pupil Index)				--

Number of pupils enrolled and number of teachers employed correlated very highly ($\rho = .992$). Teacher selection rate and teacher turnover rate also correlated very highly ($\rho = .824$). It was decided, therefore, to make comparisons among school systems solely with respect to the number of teachers employed and to use teacher-pupil index, teacher selection rate, but not teacher turnover rate, to determine relationships between these variables and certain aspects of teacher selection policies and procedures.

Questions No. 1 through 4. Computations were made of frequencies and percentages of responses given by school systems included within each of the five strata, as well as of responses by the total population included in this study.

Questions No. 5 and 6. The responses given by the study's total population on 51 questionnaire items were grouped by tertiles (lower 1/3, middle 1/3, and upper 1/3) with respect to the teacher selection rate and the teacher-pupil index. From the pool of 228 response options on 51 questionnaire items, 72 response options were selected for factor analysis in accordance with the following criteria:

(1) the responses had to reflect an absolute trend,
(2) the responses had to fall between 10-90%,
(3) the responses in the lower 1/3 had to differ from those in the upper 1/3 by at least 5%.

The responses to the 72 options were subjected to a factor analysis via the centroid method of extraction and the varimax method of rotation. Twelve factors were extracted. Judgmental factor refinement and definition resulted in the creation of two additional factors. Factor descriptions are shown in Table 3, page 45. Weighted factor scores were generated.

Pearson's product-moment correlations were computed to determine relationships of the 14 factors to the teacher selection rate and teacher-pupil index.

Since the data for this study were obtained from virtually a total universe, rather than from a sample, tests of significance were not needed.

CHAPTER III

RESULTS AND CONCLUSIONS

The mass of data related to questions #1 through #4 are difficult to encompass. Therefore, Section A will present a summary of their major aspects, followed by Section B in which data related to questions #1 through #4 are recorded in greater detail. Section C deals with data related to questions #5 and #6. Auxiliary analyses are reported in Section D.

Section A: Summary of Data on Questions No. 1 Through No. 4

Analysis of Existing Staff Resources

About 4/5 (81.6%) of LPSS[1] reported that they take an inventory of personal and professional characteristics of their staff members currently employed. However, as size of school system increases, there is a corresponding increase in the percentage of systems that do not make a staff analysis. Exactly 4/5 of LPSS analyze their staffs in terms of amount of professional preparation, whereas fewer than 3/5 (57.8%) of the systems pay attention to the special skills of their staff members. About 3/4 (75.9%) of LPSS concern themselves with the amount of teaching experience, and 2/3 (66.6%) with the age of staff members. The larger the school system, the less the attention given to the amount of professional preparation*[2] as well as to the amount of teaching experience*.

Almost all LPSS maintain data regarding individual staff members; only 0.6% do not. The vast majority (95.3%) use personnel folders, 40.3% use index cards, and 29.1% use IBM or other data processing systems. In the larger school systems there is a clearly greater tendency to use IBM or other data processing systems.

Preparation and Use of Job Descriptions

Fewer than ¼ (23.1%) of the respondents prepare job descriptions for teaching vacancies and only 5% of LPSS use a specific job description form. In this respect, systems of varying sizes are greatly similar. Job descriptions tend to incorporate more frequently items such as grade or subject to be taught (20.6%), and amount of professional preparation required (20.0%); less frequently items such as physical working conditions (9.1%), and characteristics of pupils (7.5%). As size of school system increases there is a lesser tendency to include the following pieces of information in job descriptions: amount of professional preparation required*, specific competencies required*, and salary range*.

---

[1] LPSS = Large Public School Systems.

[2] *This symbol is used to indicate that school systems included in one stratum deviate from the absolute trend established by school systems in the other four strata. The absence of an asterisk denotes that the responses of school systems in Strata 1 through 5 reflect an absolute trend.

Resources Used in the Recruitment of Applicants

The three primary resources used in the recruitment of applicants are: (1) placement bureaus of teachers colleges, liberal arts colleges, universities (95.6%), (2) applications sent in voluntarily by applicants (94.4%), and (3) direct recruitment on campuses of teachers colleges and universities (85.3%). Much less use is made of commercial teacher agencies (37.8%), published announcements of positions to be filled (37.2%), state departments of education (33.4%), and state teachers' associations (30.3%).

The larger the school system, the lesser the tendency to use commercial teachers agencies and state departments of education. The vast majority of LPSS (93.1%) articulate their selection process with the senior year in teacher training institutions so that prospective teachers can enter regular teaching positions upon graduation or very shortly thereafter.

Means of Giving Prospective Candidates Information Regarding the School System to Which They Are Applying

Statements by recruitment officials (93.8%) and brochures (73.8%) are the primary means by which LPSS give information regarding their systems. Only 4.7% of the respondents utilize films. An increase in size of school system is accompanied by greater use of brochures as a means of communication*.

Non-local Selection of Teachers

About 19 out of 20 (95.9%) of LPSS extend teacher recruitment beyond a 25 mile radius of their systems. In this respect, systems of varying sizes are greatly similar. The search for candidates is extended beyond a 50 mile radius of their school systems by 88.6% of LPSS. Only 15% of LPSS actively search for candidates outside a 1000 mile radius of the system. The larger the school system, the greater the tendency to make an active search for candidates outside a 1000 mile radius of the system*.

Three out of four (75.9%) LPSS call upon the Director of Personnel (or a member of his staff) to recruit teachers outside a 25 mile radius of their systems; the larger the school system, the greater the tendency to involve him*. Size of system is also related to the involvement of the Superintendent of Schools and the Principal in selecting teachers outside a 25 mile radius of the school system. The larger the system, the less likely are these two administrators to be involved.

Use of an Application Form

With the exception of one school system, all LPSS use an application form in selecting teachers. LPSS are very similar in eliciting most commonly the following kinds of information: education (99.7%), personal data (99.1%), experience (98.4%), the kind of position wanted (95.0%), and references (94.7%). The larger the school system, the less concern is there with the applicant's interests, e.g., music, athletics, dramatics, etc.*.

Professional Preparation Required for Teaching Positions

Four years of preparation beyond high school graduation is the predominant requirement for teaching at all levels. As size of school system increases, so does the requirement for five years of preparation for initial appointment as a senior high school teacher. It was also noted that the higher the teaching level, the more advanced is the preparation required.

Copies of transcripts of a candidate's professional preparation are requested by 85.6% of LPSS.

Candidates are required by 85.9% of LPSS to give evidence of state certification for the positions for which they are being considered; the larger the school system, the lesser the tendency to require this evidence.

Use and Follow-up of References

LPSS request references more commonly from former education employers (96.9%) and college or university professors (93.8%), less commonly from former non-education employers (60.0%) and friends of the candidate (24.7%).

At least 81.3% of LPSS follow up references; only 15.6% do not. Primary means of follow up are: contacting the recommender by telephone (66.2%) and writing to the recommender (62.5%). More infrequently there is a face-to-face interview with the recommender (20.9%).

The larger the school system, the lesser the tendency to follow up references*, to contact the recommender by telephone*, and to write to him*.

Use of Examinations (written, oral, physical, etc.)

Only 12.8% of LPSS give examinations as part of their selection process. This practice is positively related to size of school system. About one in eleven (9.1%) of LPSS issue examination announcements for their vacant teaching positions. The larger the system, the greater the tendency to issue these announcements* and to have an official (or officials) administer written examinations*. Physical examinations are required by 61.2% of the school systems. The larger the system, the greater the tendency: (1) to require candidates to take a physical examination, (2) to have the school system physician give the physical examination*, and (3) to use the National Teacher Examinations.

Interview Techniques in Teacher Selection

All LPSS interview candidates. The interviews are conducted by a committee in 46.6% of the school systems; in 53.4% of the systems, one individual interviews the candidates. The Director of Personnel (or a member of his staff) was listed by 38.4% of LPSS as the individual most likely to serve as the sole interviewer. The interview committee comprises most commonly the Principal (38.8%), the Director of Personnel (32.2%), and the Director of Elementary or Secondary Education (24.7%). The vast majority of LPSS indicated that they provided their interviewers with training in the interviewing process. Interviewers were almost always (37.5%) or usually (26.6%) trained, rather than almost never (15.6%) or occasionally (14.4%). The time allotted to the interview ranges from 10 minutes (1.6%) to over one hour (4.1%). Typically, 20-30 minutes are devoted to the interview by 55.0% of LPSS.

The five characteristics of the candidate most likely to be rated by the interviewers are: personal appearance (98.1%), speech (96.9%), attitudes toward his work (93.4%), interest in children and/or youth (90.0%), and philosophy of education (85.0%).

Almost equal use is made of the rating scale (32.8%), the "aid-to-interview" blank (29.7%), and the checklist (26.9%) as a means of recording the results of an interview. A numerical rating of an interview is not done by 18.4% of LPSS.

Slightly over 2/3 (68.4%) of LPSS never reimburse candidates for expenses that they have incurred in connection with the personal interview; 24.1% of the systems rarely do so.

Size of school system was found to be positively related to several interview practices. The larger the school system, the greater the tendency: (1) to have one individual, rather than a committee, interview the candidate*, (2) to have the Director of Personnel (or a member of his staff) interview the candidate as the sole interviewer, (3) to allot generally between 20-30 minutes for each interview, (4) almost always to train interviewers in the interview process*, (5) never to reimburse the candidate for expenses incurred*, and (6) to use a rating scale for recording the results of the interview*.

It was further noted that the larger the school system, the lesser the tendency: (1) to have the supervisor* and principal serve on the interview committee and (2) to allot 30-45 minutes for each interview*.

Classroom Observation of Candidates

About 3 out of 5 (59.1%) of LPSS do not observe candidates; one observation is made by 20.3% and two observations are made by 6.2% of the systems. Almost ½ of LPSS usually (12.5%) or sometimes (35.6%) observe local candidates, whereas almost 4/5 of the systems rarely (36.9%) or never (41.6%) observe candidates outside a 25 mile radius of the school system.

An increase in school system size is associated with a greater tendency never to observe: (1) a candidate outside a 25 mile radius of the school system and (2) a local candidate*.

Thus it appears that classroom observation of candidates is not a common practice. LPSS are even less inclined to observe candidates at a distance of 25 miles or more away from their particular system.

Use of Eligibility Lists

Slightly fewer than ¼ (23.4%) of the respondents use eligibility lists in selecting teachers for regular positions. The larger the school system, the greater the tendency to use eligibility lists. School system size was also found to be positively related to the following practices: (1) lists are rated* (candidates are ranked), (2) candidates are given assignment preferences as a result of higher ranking, (3) eligibility lists are made public*, and (4) appointments are made from the list in descending order*.

Timing of Notification of Appointment

May is typically the month by which most candidates are notified of their appointment. Slightly more than 4/5 (81.2%) of LPSS notify their successful candidates prior to the end of the school year. The larger the school system, the greater the tendency to give later notification to candidates of their appointment (e.g., June is the median month by which Stratum 1 systems notify a candidate of his appointment, compared to May for Stratum 5 systems).

Declination of Offer of Appointment

Only 4.7% of LPSS indicated that they do not allow a candidate to decline an offer of appointment even once before he is removed from further consideration for any future appointments. About 3/10 (29.4%) allow a candidate an unlimited number of times for declining an offer of appointment.

Appeals From the Decision of the Selecting Authority

Only 15.6% of LPSS consider appeals from the decision of the selecting authority; 69.7% of them do not. The larger the school system, the greater the tendency to consider appeals and to put the appeals procedure in writing.

Section B: Questions No. 1 Through No. 4

Question No. 1: What are the teacher selection policies and procedures in large public school systems?

The percentage listed next to each questionnaire item denotes the percentage of school systems (N = 320) which responded to that particular item. The complete data are presented in Table 7. A detailed listing of responses to the alternative "Other" on sections of the questionnaire may be found in Table 10.

I. Analysis of existing staff resources (1,2)[3]

A. School systems use the following categories in surveying their current teaching staffs:

1. amount of professional preparation - 80.0%
2. amount of teaching experience - 75.9%
3. age - 66.6%
4. special skills - 57.8%

Fifteen percent of LPSS[4] do not make a staff analysis.

School systems listed 22 additional categories, e.g., sex (N = 12), personality (N = 7), type and field of certification (N = 4), special interests (N = 4), and salary (N = 4).

B. Data on staff members are maintained in the following ways:

1. The overwhelming majority (95.3%) of LPSS use personnel folders.
2. Slightly less than half (40.3%) use index cards.
3. About 1/3 (29.1%) use IBM or other data processing systems.

Fourteen other means of maintaining data were listed such as the use of the Kardex file (N = 6), payroll listing by school and department (N = 5), and the McBee card system (N = 6).

II. Preparation and use of job descriptions (3a, 3b, 3c)

A. Only about ¼ (23.1%) of the LPSS indicated that job descriptions are generally prepared for teaching vacancies. About 3/4 (74.4%) of the systems do not prepare job descriptions.

B. The vast majority of the school systems (91.2%) do not use a specific job description form; only 5% of them do so.

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[3] Numbers in parenthesis identify the relevant item numbers of the questionnaire.

[4] LPSS = Large Public School Systems.

C. The following items are typically included in the job descriptions:

1. grade and/or subject to be taught - 20.6%
2. amount of professional preparation required - 20.0%
3. teaching certificate required - 19.1%
4. salary range - 18.8%
5. specific competencies required - 17.2%
6. personal characteristics desired - 10.0%
7. physical working conditions - 9.1%
8. characteristics of pupils - 7.5%

Three systems include information about the community (objectives, characteristics, resources, cost of living, etc.).

III. Resources used in the recruitment of applicants (4, 33)

A. The following resources are used in the recruitment of applicants:

1. placement bureaus of teachers colleges, liberal arts colleges, and universities - 95.6%
2. application sent in voluntarily by applicants - 94.4%
3. direct recruitment on campuses of teachers colleges and universities - 85.3%
4. commercial teacher agencies - 37.8%
5. published announcements of positions to be filled - 37.2%
6. State Department of Education - 33.4%
7. State Teachers Association - 30.3%

LPSS utilize 18 other resources. For example, 17 school systems rely upon the recommendations of the present staff.

B. The vast majority (93.1%) of LPSS articulate their selection process with the senior year in teacher-training institutions so that prospective teachers can enter regular teaching positions upon graduation or very shortly thereafter.

IV. Means of giving prospective candidates information regarding the school system to which they are applying (7)

LPSS give information primarily by means of:

1. recruitment officials' statements - 93.8%
2. brochure - 73.8%
3. films - 4.7%

Seventeen other means of giving information are used, such as letters (N = 15), personal visits (N = 8), and an album of photographs (N = 7).

V. Non-local selection of teachers (8a, 8b, 22, 23, 24)

A. The vast majority (95.9%) of LPSS recruit teachers beyond a 25 mile radius of their systems.

B. Individuals typically involved in the selection of teachers outside a 25 mile radius of the school system are listed below:

1. Director of Personnel or member of his staff - 75.9%
2. Principal - 41.2%
3. Superintendent of Schools - 33.8%
4. Director of Elementary or Secondary Education - 31.9%
5. Supervisor - 27.5%
6. Subject matter specialist other than classroom teacher - 17.2%
7. Assistant Principal - 11.2%
8. Department Chairman - 8.8%
9. Classroom teacher - 3.4%

Other individuals typically involved are the Assistant (Deputy) Superintendent (N = 28) and the Coordinator of Elementary/Secondary Education (N = 2).

C. School systems actively search for candidates within a radius of:

1. 25 miles - 3.8%
2. 50 miles - 5.0%
3. 100 miles - 16.2%
4. 300 miles - 25.9%
5. 500 miles - 20.9%
6. 1000 miles - 10.6%
7. over 1000 miles - 15.0%

It can be seen that 88.6% of LPSS go beyond a 50 mile radius of their school systems in their active search for candidates.

D. Of the number of teachers selected yearly, what is the approximate percentage that come from outside a 25 mile radius of the school system?

Slightly less than ½ (49.1%) of LPSS select 40% or more of their teachers beyond the 25 mile radius; 64.7% of LPSS select 30% or more of their teachers beyond this radius.

E. Of the numbers of teachers selected yearly, what is the approximate percentage that were obtained as a result of direct recruitment outside a 25 mile radius of the school system?

The findings indicate that 29.1% of LPSS obtained 30% or more of their teachers as a result of direct recruitment outside a 25 mile radius of their systems. Somewhat more than 1/3 (39.4%) of the systems obtained ¼ or more of their teachers in this fashion.

VI. Use of the application form (9)

A. All but one school system use an application form in hiring teachers.

B. The kind of information which the application form calls for is shown below:

1. education - 99.7%
2. personal data - 99.1%
3. experience - 98.4%
4. the position wanted - 95.0%
5. references - 94.7%
6. statement of interests - 89.4%
7. travel - 31.3%

In addition to the seven items listed above, school systems added 26 other kinds of data which are elicited from the applicants. Mentioned most frequently were: certification status (N = 20), military experience (N = 19), and a statement of philosophy (N = 10).

VII. Professional preparation required for teaching positions (10, 25, 26)

A. How many years of preparation beyond high school graduation are required for initial appointments as a classroom teacher?

The percentages of LPSS requiring four and five years of preparation at each of three teaching levels are presented below:

Level	Four Years	Five Years
Elementary	- 90.0%	- 0.9%
Junior High School	- 94.1%	- 2.8%
Senior High School	- 86.9%	- 11.2%

B. Copies of transcripts of a candidate's professional preparation are requested by 85.6% of LPSS.

C. Candidates are required by 85.9% of LPSS to give evidence of state certification for the positions for which they are being considered.

VIII. Use and follow-up of references (11, 12)

A. References regarding candidates are usually requested from the following people:

1. former education employers - 96.9%
2. college or university professors - 93.8%
3. former non-education employers - 60.0%
4. friends of the candidate - 24.7%

LPSS indicated eight other sources of references, e.g., the Supervisor of Student Teaching (N = 22) and the college placement office (N = 19).

B. References are usually followed up by:

1. contacting the recommender by telephone - 66.2%
2. further written communication with recommender - 62.5%
3. face-to-face interview with recommender - 20.9%

Only 15.6% of LPSS do not follow up references.

IX. Use of examinations (written, oral, physical, etc.) (5, 6, 13, 27, 28, 29)

A. Only 12.8% of LPSS give examinations as part of their selection process and only 9.1% of the systems issue examination announcements for their vacant teaching positions.

B. These announcements:

1. can be consulted by the applicant on the bulletin board of a college or university placement bureau - 6.2%
2. are given to an applicant at his request - 5.9%
3. are sent to an applicant as a request of a formal application previously filed - 5.9%
4. can be consulted by the applicant, in whole or in part, in the public or private school - 5.6%
5. can be consulted by the applicant through the cooperation of some professional organization to which the announcement has been sent - 2.5%

Placing announcements in newspapers (N = 1), in other news media (N = 2), and sending them to 150 colleges and universities (N = 1) are other means of reaching candidates.

C. What kinds of examinations are normally used in the selection of teachers?

1. National Teacher Examinations - 9.7%
2. oral examinations - 5.0%
3. locally prepared essay questions - 3.8%
4. locally prepared test for each subject area - 2.2%
5. teaching performance test for elementary candidates - 0.9%
6. teaching performance test for secondary candidates - 0.9%
7. psychological or personality examinations or inventories - 0.9%
8. speech examinations - 0.6%

Two school systems use the Graduate Record Examination (aptitude).

D. A candidate is permitted by 1.9% of the systems to apply the passing parts of a previous examination which he failed to a current examination for the same license.

E. Are candidates required to take a physical examination? Who may give it?

Physical examinations are required by 61.2% of LPSS.

This examination may be given by:

1. any licensed physician - 48.1%
2. school system physician - 15.6%
3. physician approved by Board of Education - 7.5%
4. an examiner other than licensed physician - 0.6%

Two school systems ask the health department to furnish X-rays for the candidates.

F. Does the system have an official (or officials) who administers written examinations to candidates?

Only 6.6% of LPSS have an official who administers examinations.

G. How are the members of the examining body selected?

The members are selected:

1. by the superintendent, without examination - 2.2%
2. on the basis of a civil service type examination - 1.2%
3. on the basis of an examination developed by the school system - 0.9%

Other methods of selection were the State Department of Education (N = 1) and the Assistant Director of Personnel (N = 2). One system indicated that "the chief examiner is selected by an established process and members of his board by nomination to the Superintendent and the Board of Education."

H. What is the role of the examining body in regard to the selection of teachers?

The examining body:

1. has complete control of the examination of candidates, prepares eligibility lists, and administers the pre-employment investigation - 3.1%
2. administers written examinations only - 2.8%
3. has complete control of all features of the examination of candidates and the preparation of eligibility lists - 0.6%

X. Interview techniques in teacher selection (14, 15, 16, 17, 30, 31)

A. All LPSS interview candidates.

B. Candidates are interviewed by:

1. a committee - 46.6%
2. one individual - 53.4%

C. The individuals listed below function as the sole interviewers:

1. Director of Personnel or a member of his staff - 38.4%
2. Director of Elementary or Secondary Education - 5.9%
3. Principal - 5.3%
4. Superintendent - 2.5%
5. Assistant Principal - 0.3%

The Assistant Superintendent serves in 27 school systems as the sole interviewer.

D. The individuals listed below serve as members of the interview committee:

1. Principal - 38.8%
2. Director of Personnel or a member of his staff - 32.2%
3. Director of Elementary or Secondary Education - 24.7%
4. Supervisor - 23.1%
5. Superintendent - 15.9%
6. Department Chairman - 13.4%
7. Subject matter specialist other than classroom teacher - 12.2%
8. Assistant Superintendent - 9.1%
9. Assistant Principal - 8.1%
10. Classroom teacher - 4.1%
11. Member of the Board of Education - 0.6%

A member of the curriculum department (N = 1), the Deputy Superintendent (N = 1) and the Assistant Superintendent (N = 3) also serve as members of the interview committee.

E. The query "Have interviewers of candidates been given training in the interviewing process?" was answered as follows:

1. almost never - 15.6%
2. occasionally - 14.4%
3. about half of the time - 1.9%
4. usually - 26.6%
5. almost always - 37.5%

F. How much time is generally allotted for each interview?

The time allotment ranges from 10 minutes (1.6%) to over one hour (4.1%). Typically, 20-30 minutes are devoted to the interview by 55.0% of LPSS.

G. Which characteristics of a candidate are rated by means of an interview?

Shown below is a listing of characteristics rated:

1. personal appearance - 98.1%
2. speech - 96.9%
3. attitudes towards his work - 93.4%
4. interest in children and/or youth - 90.0%
5. philosophy of education - 85.0%
6. potentialities for professional growth - 79.1%
7. logical thinking - 75.0%
8. ability in the subject matter that candidate proposes to teach - 71.6%
9. extent of cultural background - 76.6%
10. extent of outside interests - 65.9%
11. extent of democratic outlook - 49.4%
12. knowledge of current affairs - 47.8%
13. extent of community contacts - 46.2%

The school systems listed 22 other characteristics for which ratings are attempted, e.g., personality (N = 6), emotional stability (N = 6), and ability to establish rapport (N = 5).

H. The results of the interview are recorded on a:

1. rating scale - 32.8%
2. "aid-to-interview" blank- 29.7%
3. check list - 26.9%

Other means of recording the results of the interview included a memorandum of the interview (N = 24), the application form (N = 16), and interview cards (N = 3).

I. A numerical rating of an interview is not given by 18.4% of LPSS.

J. Are candidates reimbursed for expenses incurred in personal interviews?

The majority (68.4%) of LPSS "never" reimburse candidates; 24.1% of them "rarely" do so.

XI. Classroom observation of candidates (18, 19, 32)

A. Is a classroom observation of a local candidate made?

The responses were as follows:

1. usually - 12.5%
2. sometimes - 35.6%
3. rarely - 33.1%
4. never - 13.8%

B. Is a classroom observation made of a candidate outside of a 25 mile radius of the school system?

An observation is made:

1. usually - 1.6%
2. sometimes - 17.2%
3. rarely - 36.9%
4. never - 41.6%

C. How many classroom observations are generally made of a candidate?

Candidates are not at all observed by 59.1% of LPSS; one observation is made by 20.3% of the systems. A minority of LPSS observe candidates twice (6.2%), three times (1.2%), or more than three times (1.9%).

XII. Use of eligibility lists (20)

A. Only about ¼ (23.4%) of LPSS use eligibility lists.

B. The following practices are in effect:

1. lists are rated (candidates are ranked from highest to lowest within their various classifications) - 12.5%
2. lists are unrated (contain the names of approved candidates, with no preferential rating) - 9.4%
3. appointments are made from the list in descending order - 9.1%
4. candidates are given assignment preferences as a result of higher ranking - 6.9%
5. eligibility lists are made public - 3.1%

XIII. Timing of notification of appointment (34)

The month by which most candidates who will assume their positions in September are notified of their selection is:

1. February - 1.2%
2. March - 4.7%
3. April - 17.5%
4. May - 35.0%
5. June - 22.8%
6. July - 13.8%
7. August - 1.9%

XIV. Declination of offer of appointment (35)

The number of times a candidate may decline an offer of appointment is indicated below:

0 - 4.7%
1 - 24.4%
2 - 13.1%
3 - 3.1%
unlimited number of times - 29.4%

Refusals to accept appointments are considered "depending on the reasons" (N = 19) and "depending on circumstances, i.e., the quality of the applicant and/or need" (N = 12). Twenty-seven school systems indicated that they have no policy regarding this matter.

XV. Appeals from the decision of the selecting authority (21)

A. Only 15.6% of LPSS consider appeals from the decision of the selecting authority; 69.7% of them do not.

B. The appeals procedures are:

1. not set forth in writing - 13.4%
2. set forth in writing - 1.6%
3. readily available to candidates in writing - 0.9%

Question No. 2: With respect to which teacher selection policies and procedures do similarities exist among large public school systems?

This section presents only those questionnaire items on which school systems included in Strata 1 through 5 gave similar responses denoting consistency of use or disuse of certain selection policies and procedures. Similarity of responses is defined by the range of the percentage of responses (highest minus lowest percentage) made by school systems in Strata 1 through 5. Three degrees of similarities have been established as indicated below:

Degree of similarity	Designation	Range of responses
Great	G	0 - 5.0
Moderate	M	5.1 - 10.0
Slight	S	10.1 - 15.0

The degree of similarity, expressed by the designation "G", "M", or "S" appears in parenthesis after each questionnaire item.

Example:

	STRATUM 1	2	3	4	5	
The maintenance of data regarding individual staff members by means of personnel folders	96.4	94.4	96.2	93.2	96.5	(G)

The range of responses on this item is 3.3, i.e., less than 5.0; therefore it has been classified as "G", denoting great similarity.

	STRATUM 1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
I. Analysis of existing staff resources						
A. The analysis of existing staff resources in terms of:						
1. amount of professional preparation	71.4	77.8	79.8	79.4	84.9	(S)
2. amount of teaching experience	67.9	75.9	77.2	71.2	81.4	(S)
B. The maintenance of data regarding individual staff members by means of personnel folders	96.4	94.4	96.2	93.2	96.5	(G)
II. Preparation and use of job descriptions						
A. The preparation of job descriptions for teaching vacancies	17.9	27.8	13.9	26.0	27.9	(S)
B. The use of specific job description forms	3.6	5.6	6.3	5.5	3.5	(G)
C. The pieces of information which are typically included in job descriptions:						
1. personal characteristics desired	10.7	11.1	7.6	9.6	11.6	(G)
2. characteristics of pupils	0	7.4	8.9	9.6	7.0	(M)
3. specific competencies required	10.7	20.4	13.9	17.8	19.8	(M)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
II. (cont'd)						
4. physical working conditions	0	3.7	11.4	9.6	12.8	(S)
5. grade and/or subject to be taught	14.3	18.5	13.9	24.7	26.7	(S)
6. amount of professional preparation required	14.3	20.4	12.7	21.9	26.7	(S)
7. teaching certificate required	14.3	20.4	11.4	24.7	22.1	(S)
8. salary range	10.7	16.7	11.4	23.3	25.6	(S)
III. Resources used in the recruitment of applicants						
A. Specific resources:						
1. placement bureaus of teachers colleges, liberal arts colleges, and universities	92.9	98.2	93.7	94.5	97.7	(M)
2. application sent in voluntarily by applicants	100.0	90.7	93.7	93.2	96.5	(M)
3. State Teachers Association	21.4	31.5	32.9	26.0	33.7	(S)
4. direct recruitment on campuses of teachers colleges and universities	92.9	81.5	86.1	84.9	84.9	(S)
B. The articulation of the selection process with the senior year in teacher-training institutions	100.0	96.3	94.9	89.0	90.7	(S)
IV. Means of giving prospective candidates information regarding the school system to which they are applying						
A. Statements by recruitment officials	96.4	98.2	89.9	90.4	96.5	(M)
B. Use of films	14.3	9.3	1.3	2.7	3.5	(S)
V. Non-local selection of teachers						
A. The selection of teachers beyond a 25 mile radius of the school system	96.4	98.2	94.9	94.5	96.5	(G)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
V. (cont'd)						
B. The individuals which are typically directly involved in the selection of teachers outside a 25 mile radius of the school system:						
1. subject matter specialist other than classroom teacher	17.9	20.4	15.2	19.2	15.1	(M)
2. Department Chairman	3.6	9.3	6.3	5.5	15.1	(S)
3. Assistant Principal	10.7	5.6	6.3	17.8	14.0	(S)
4. Supervisor	21.4	27.8	20.2	32.9	31.4	(S)
5. Classroom Teacher	3.6	3.7	0	4.1	5.8	(M)
C. The active search for candidates within a radius of approximately:						
25 miles	7.1	0	5.1	4.1	3.5	(M)
50 miles	0	0	8.9	6.8	4.6	(M)
1000 miles	10.7	16.7	5.1	12.3	10.5	(S)
D. The approximate percentage of the number of teachers yearly selected who come from outside a 25 mile radius of the school system:						
0 - 1%	0	0	2.5	4.1	3.5	(G)
2 - 4%	0	0	3.8	0	2.3	(G)
5 - 9%	10.7	5.6	1.3	2.7	9.3	(M)
10 - 14%	0	1.8	10.1	9.6	3.5	(S)
15 - 19%	0	3.7	6.3	8.2	4.6	(M)
20 - 24%	0	9.3	8.9	2.7	3.5	(M)
25 - 29%	10.7	7.4	7.6	11.0	4.6	(M)
30 - 39%	14.3	16.7	13.9	20.6	12.8	(M)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
V. (cont'd)						
E. The approximate percentage of the number of teachers yearly selected who were obtained as a result of direct recruitment outside a 25 mile radius of the school system:						
0%	7.1	1.8	10.1	8.2	5.8	(M)
1 - 2%	3.6	5.6	6.3	6.8	10.5	(M)
3 - 4%	0	5.6	8.9	8.2	5.8	(M)
5 - 9%	3.6	7.4	5.1	9.6	5.8	(M)
10 - 14%	14.3	13.0	11.4	12.3	12.8	(G)
15 - 19%	17.9	7.4	6.3	11.0	5.8	(S)
20 - 24%	3.6	9.3	6.3	4.1	8.1	(M)
25 - 29%	14.3	7.4	15.2	6.8	9.3	(M)
30% and over	32.1	35.2	27.8	23.3	30.2	(S)
VI. The application form						
A. Use of an application form	100.0	100.0	100.0	98.6	100.0	(G)
B. Kind of information called for on the application form:						
1. the position wanted	92.9	94.4	94.9	95.9	95.4	(G)
2. personal data - e.g., age, marital status	96.4	100.0	100.0	98.6	98.8	(G)
3. educational background	100.0	100.0	100.0	98.6	100.0	(G)
4. work experience	100.0	96.3	98.7	97.3	100.0	(G)
5. travel	25.0	31.5	32.9	32.9	31.4	(M)
6. references	92.9	96.3	94.9	95.9	93.0	(G)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
VII. Professional preparation required for teaching position						
A. Number of years of preparation beyond high school graduation required for initial appointment as a classroom teacher:						
1. elementary school						
2 years	**3.6**	**3.7**	**2.5**	**5.5**	**3.5**	**(G)**
3 years	**0**	**1.8**	**0**	**2.7**	**7.0**	**(M)**
4 years	**89.3**	**92.6**	**94.9**	**87.7**	**86.1**	**(M)**
5 years	**3.6**	**1.8**	**0**	**1.4**	**0**	**(G)**
2. junior high school						
2 years	**3.6**	**0**	**0**	**0**	**0**	**(G)**
3 years	**0**	**0**	**0**	**0**	**2.3**	**(G)**
4 years	**89.3**	**98.2**	**94.9**	**91.8**	**94.2**	**(M)**
5 years	**3.6**	**1.8**	**2.5**	**5.5**	**1.2**	**(G)**
3. senior high school						
2 years	**0**	**0**	**0**	**0**	**0**	**(G)**
3 years	**0**	**0**	**0**	**0**	**2.3**	**(G)**
4 years	**82.1**	**87.0**	**86.1**	**87.7**	**88.4**	**(M)**
5 years	**14.3**	**13.0**	**12.7**	**11.0**	**8.1**	**(M)**
B. Request for copies of transcripts of a candidate's professional preparation	**89.3**	**87.0**	**92.4**	**80.8**	**81.4**	**(S)**
VIII. Use and follow-up of references						
References regarding candidates are usually requested from:						
1. college and university professors	**85.7**	**96.3**	**91.1**	**95.9**	**95.4**	**(S)**
2. former education employers	**89.3**	**100.0**	**96.2**	**95.9**	**98.8**	**(S)**
3. former non-educational employers	**50.0**	**64.8**	**60.8**	**58.9**	**60.5**	**(S)**

	STRATUM 1 (N=28)	 2 (N=54)	 3 (N=79)	 4 (N=73)	 5 (N=86)	
IX. Use of examinations (written, oral, physical, etc.)						
A. Kinds of examinations normally used in the selection of teachers:						
1. locally prepared essay questions	14.3	7.4	1.3	1.4	2.3	(S)
2. locally prepared test for each subject area	14.3	3.7	0	0	1.2	(S)
3. teaching performance test for elementary candidates	3.6	1.8	1.3	0	0	(G)
4. psychological or personality examinations or inventories	3.6	1.8	0	1.4	0	(G)
5. speech examination	7.1	0	0	0	0	(G)
6. teaching performance test for secondary candidates	3.6	1.8	1.3	0	0	(G)
B. Person who may give the physical examination:						
1. a physician approved by the Board of Education	14.3	9.3	7.6	6.8	4.6	(M)
2. any licensed physician	46.4	53.7	55.7	43.8	41.9	(S)
3. an examiner other than a licensed physician	3.6	0	0	1.4	0	(G)
C. Selection of members of the examining body:						
1. on the basis of an examination developed by the school system	7.1	0	0	0	1.2	(M)
2. on the basis of a civil service type examination	10.7	1.8	0	0	0	(S)
D. Role of the examining body in regard to the selection of teachers:						
1. administers written examination only	7.1	1.8	2.5	4.1	1.2	(M)
2. has complete control of all features of the examination of candidates and the preparation of eligibility lists	7.1	0	0	0	0	(M)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
IX. (cont'd)						
E. Permission given to candidate to apply the passing parts of a previous examination, which he failed, to a current examination for the same license	10.7	3.7	0	1.4	0	(S)
X. Interview techniques in teacher selection.						
A. Use of the interview	100.0	100.0	100.0	100.0	100.0	(G)
B. Individuals who function as sole interviewers:						
1. Principal	0	1.9	3.8	6.8	9.3	(M)
2. Director of Elementary or Secondary Education	0	1.9	6.3	8.2	8.4	(M)
3. Superintendent	0	0	0	1.4	8.1	(M)
4. Assistant Principal	0	0	0	1.4	0	(G)
C. Individuals who serve as members of the interview committee:						
1. Assistant Principal	10.7	9.3	5.1	8.2	9.5	(M)
2. subject matter specialist other than classroom teacher	14.3	16.7	5.1	15.1	12.8	(S)
3. Supervisor	17.9	18.5	24.1	28.8	22.1	(S)
4. Classroom Teacher	10.7	0	5.1	6.8	1.2	(S)
5. Department Chairman	17.9	7.4	12.7	19.2	10.5	(S)
6. Member of Board of Education	0	0	2.5	0	0	(G)
D. Characteristics of candidate which are rated by means of an interview:						
1. personal appearance	100.0	100.0	100.0	94.5	97.7	(M)
2. speech	100.0	100.0	96.2	93.2	97.7	(M)
3. logical thinking	71.4	77.8	78.5	71.2	74.4	(M)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
X. (cont'd)						
4. attitudes towards his work	100.0	92.6	96.2	90.4	91.9	(M)
5. extent of outside interests	64.3	64.8	65.8	71.2	62.8	(M)
6. interest in children and/or youth	89.3	87.0	94.9	89.0	88.4	(M)
7. extent of cultural background	75.0	81.5	81.0	71.2	74.4	(S)
8. philosophy of education	89.3	81.5	91.1	80.8	83.7	(S)
E. Reimbursement of candidates for expenses incurred in personal interview:						
1. "usually"	0	0	0	1.4	0	(G)
2. "sometimes"	0	0	6.3	4.1	9.3	(M)
F. Training given to interviewers in the interview process:						
1. "usually"	28.6	18.5	25.3	26.0	32.6	(S)
2. "about half the time"	0	1.8	3.8	1.4	1.2	(G)
3. "occasionally"	7.1	9.3	13.9	19.2	16.3	(S)
4. "almost never"	10.7	13.0	15.2	15.1	19.8	(M)
G. Time generally alloted for each interview:						
10 minutes	7.1	3.7	0	0	1.2	(M)
15 minutes	14.3	1.8	10.1	6.8	11.6	(S)
45-60 minutes	3.6	3.7	2.5	8.2	7.0	(M)
over one hour	0	0	1.3	5.5	9.3	(M)
XI. Classroom observation of candidates						
A. Classroom observation of a local candidate is: "usually" made	3.6	9.3	17.7	16.4	9.3	(S)

	STRATUM 1 (N=28)	 2 (N=54)	 3 (N=79)	 4 (N=73)	 5 (N=86)	
XI. (cont'd)						
B. Classroom observation of a candidate outside a 25 mile radius of school system is:						
"usually" made	**0**	**0**	**0**	**4.1**	**2.3**	**(G)**
"rarely" made	**28.6**	**38.9**	**38.0**	**32.9**	**40.7**	**(S)**
C. Number of classroom observations generally made of a candidate:						
2	**0**	**1.8**	**6.3**	**6.8**	**10.5**	**(S)**
3	**0**	**1.8**	**1.3**	**1.4**	**1.2**	**(G)**
more than 3	**3.6**	**1.8**	**2.5**	**1.4**	**1.2**	**(G)**
XII. Use of eligibility lists						
Eligibility lists are unrated. (Candidates are not ranked.)	**17.9**	**5.6**	**8.9**	**11.0**	**8.1**	**(S)**
XIII. Timing and notification of appointment						
Month by which most candidates are notified of their selection:						
February	**0**	**0**	**2.5**	**1.4**	**1.2**	**(G)**
March	**3.6**	**1.8**	**3.8**	**6.8**	**5.8**	**(G)**
May	**32.1**	**40.7**	**34.2**	**39.7**	**29.1**	**(S)**
June	**28.6**	**24.1**	**21.5**	**19.2**	**24.4**	**(M)**
August	**7.1**	**0**	**1.3**	**1.4**	**2.3**	**(M)**
XIV. Declination of offer of appointment						
Number of times a candidate may decline an appointment before he is removed from further consideration for any future appointments:						
0	**7.1**	**1.8**	**5.1**	**4.1**	**5.8**	**(M)**
2	**10.7**	**18.5**	**13.9**	**11.0**	**11.6**	**(M)**

	STRATUM					
	1	2	3	4	5	
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	
XV. Appeals from the decision of the selecting authority						
Appeals procedures are:						
set forth in writing	10.7	1.8	0	0	1.2	(S)
readily available to candidates in writing	7.1	1.8	0	0	0	(M)

Question No. 3: With respect to which teacher selection policies and procedures does an absolute trend exist among school systems according to size?

A comparison of the responses made by school systems in Strata 1 through 5 indicates that an absolute trend emerges with respect to certain selection policies and procedures. Next to each questionnaire item is the percentage of school systems within each stratum which gave that response. Also shown is the degree of variability of the responses, indicated by their range (highest minus lowest percentage). Four degrees of variability have been established as indicated below:

Degree of variability	Designation	Range of responses
Very great	VG	25.1 or more
Great	G	15.1 - 25.0
Moderate	M	7.6 - 15.0
Slight	S	0 - 7.5

The degree of variability, expressed by the designation "VG", "G", "M", or "S" appears in parenthesis after each set of responses.

Example:

	STRATUM					
	1	2	3	4	5	
The larger the school system....the greater the tendency to use IBM or other data processing systems	64.3	51.8	27.8	20.6	11.6	(VG)

Since the difference in the percentage of responses by school systems in Strata 1 and 5 was at least 25.1, the responses varied greatly.

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
I. Analysis of existing staff resources						
The larger the school system....						
....the greater the tendency not to make a staff analysis	21.4	20.4	15.2	15.1	9.3	(M)
....the greater the tendency to use IBM or other data processing systems	64.3	51.8	27.8	20.6	11.6	(VG)
II. Resources used in the recruitment of applicants						
The larger the school system....						
....the lesser the tendency to use the following resources in recruiting applicants:						
commercial teachers agencies	14.3	22.2	32.9	49.3	50.0	(VG)
State Department of Education	21.4	25.9	27.8	39.7	41.9	(G)
III. Non-local selection of teachers						
The larger the school system....						
....the lesser the tendency to involve the following persons directly in the recruitment of teachers outside a 25 mile radius of the school system:						
Superintendent of Schools	3.6	14.8	22.8	43.8	57.0	(VG)
Principal	21.4	31.5	34.2	46.6	55.8	(VG)
IV. Professional preparation required for teaching positions						
The larger the school system....						
....the lesser the tendency to require a candidate to give evidence of state certification for the position for which he is being considered	67.9	79.6	87.3	90.4	90.7	(G)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
IV. (cont'd)						
....the greater the tendency to require five years of preparation beyond high school graduation for the initial appointment as a senior high school teacher	14.3	13.0	12.7	11.0	8.1	(S)
V. Use of examinations						
The larger the school system....						
....the greater the tendency to use examinations as part of the selection process	57.1	16.7	11.4	5.5	3.5	(VG)
....the greater the tendency to use the National Teacher Examinations	42.9	11.1	8.9	4.1	3.5	(VG)
....the greater the tendency to require candidates to take a physical examination	89.3	72.2	64.6	53.4	48.8	(VG)
....the greater the tendency to have a physician approved by the Board of Education give the physical examination	14.3	9.3	7.6	6.8	4.6	(M)
VI. Interview techniques in teacher selection						
The larger the school system....						
....the greater the tendency to have the Director of Personnel or a member of his staff interview the candidate as the sole interviewer	64.3	62.9	40.5	31.5	18.6	(VG)
....the lesser the tendency to have the Principal serve on the interview committee	25.0	25.9	36.7	42.5	50.0	(G)
....the greater the tendency to use an "Aid-to-interview" blank for recording the results of the interviews of candidates	42.9	33.3	31.6	27.4	23.3	(G)
....the greater the tendency to allot between 20-30 minutes for each interview	71.4	63.0	62.0	48.0	44.2	(VG)

	STRATUM 1 (N=28)	 2 (N=54)	 3 (N=79)	 4 (N=73)	 5 (N=86)	
VII. Classroom observations of candidates						
The larger the school system....						
....the greater the tendency never to observe a candidate outside a 25 mile radius of the school system	64.3	46.3	41.8	37.0	34.9	(VG)
VIII. Use of eligibility lists						
The larger the school system....						
....the greater the tendency to use eligibility lists	60.7	24.1	19.3	19.2	18.6	(VG)
IX. Appeals from the decision of the selecting authority						
The larger the school system....						
....the greater the tendency to consider appeals from the decision of the selection authority	42.9	24.1	11.4	11.0	9.3	(VG)
....the greater the tendency not to put the appeals procedures in writing	32.1	20.4	11.4	9.6	8.1	(G)

Question No. 4: With respect to which teacher selection policies and procedures do school systems included in one stratum deviate from the absolute trend established by school systems in the other four strata?

Listed below, next to each relevant questionnaire item is the percentage of school systems within each stratum which gave that response as well as the degree of variability denoted, as in Question No. 3, as "VG" (very great), "G" (great), "M" (moderate), or "S" (slight).

	STRATUM 1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
I. Analysis of existing staff resources						
The larger the school system....						
....the lesser the tendency to make an analysis of existing staff resources in terms of the following:						
amount of professional preparation	71.4	77.8	79.8	79.4	84.9	(M)
amount of teaching experience	67.9	75.9	77.2	71.2	81.4	(M)
....the greater the tendency to use index cards for the recording of data regarding individual staff members	42.9	50.0	40.5	39.7	33.7	(M)
II. Preparation and use of job descriptions						
The larger the school system....						
....the lesser the tendency to include the following pieces of information in job descriptions:						
amount of professional preparation required	14.3	20.4	12.7	21.9	26.7	(M)
specific competencies required	10.7	20.4	13.9	17.8	19.8	(M)
salary range	10.7	16.7	11.4	23.3	25.6	(M)
III. Resources used in the recruitment of applicants						
The larger the school system....						
....the lesser the tendency to use the following resources in recruiting applicants:						
placement bureaus of teachers colleges, liberal arts colleges, universities	92.9	98.2	93.7	94.5	97.7	(S)
state teachers associations	21.4	31.5	32.9	26.0	33.7	(M)
....the greater the tendency to articulate the selection process with the senior year in teacher-training institutions	100.0	96.3	94.9	89.0	90.7	(M)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
IV. Means of giving prospective candidates information regarding the school system to which they are applying						
The larger the school system....						
....the greater the tendency to use a brochure as a means of giving information to candidates	92.9	85.2	76.0	64.4	66.3	(VG)
V. Non-local selection of teachers						
The larger the school system....						
....the greater the tendency to involve the Director of Personnel or a member of his staff in the selection of teachers outside a 25 mile radius of the school system	85.7	92.6	79.8	69.9	64.0	(VG)
....the greater the tendency to make an active search for candidates outside a 1000 mile radius of the school system	35.7	16.7	12.7	9.6	14.0	(VG)
....the greater the tendency to select 40% and over, of the number of teachers yearly selected, from outside a 25 mile radius of the school system	64.3	53.7	44.3	37.0	55.8	(VG)
....the greater the tendency to obtain 15-19% of the teachers yearly selected as a result of direct recruitment outside a 25 mile radius of the school system	17.9	7.4	6.3	11.0	5.8	(M)
VI. Use of the application form						
The larger the school system....						
....the lesser the tendency to call, on the application form, for the following kinds of information:						
the position wanted	92.9	94.4	94.9	95.9	95.4	(S)
a statement of interests, e.g., dramatics, musical, athletic, etc.	75.0	88.9	92.4	87.7	93.0	(G)

	STRATUM 1 (N=28)	 2 (N=54)	 3 (N=79)	 4 (N=73)	 5 (N=86)	
VII. Professional preparation required for teaching position						
The larger the school system....						
....the lesser the tendency to require four years of preparation beyond high school graduation for the initial appointment as a senior high school teacher	82.1	87.0	86.1	87.7	88.4	(S)
VIII. Use and follow-up of references						
The larger the school system....						
....the greater the tendency not to follow up references	32.1	20.4	15.2	9.6	12.8	(G)
....the lesser the tendency to						
contact the recommender by telephone	42.9	61.1	62.0	76.7	72.1	(VG)
write to the recommender	39.3	63.0	64.6	65.8	65.1	(VG)
IX. Use of examinations						
The larger the school system....						
....the greater the tendency to issue examination announcements for teaching positions	46.4	11.1	6.3	2.7	3.5	(VG)
....the greater the tendency to do the following:						
give examination announcements to an applicant at his request	35.7	7.4	2.5	1.4	2.3	(VG)
send examination announcements to an applicant as a result of a formal application previously filed	32.1	7.4	2.5	2.7	2.3	(VG)
permit examination announcements to be consulted by the applicant, in whole or in part, in the public or private school	32.1	5.6	3.8	1.4	2.3	(VG)
....the greater the tendency to have the school system physician give the physical examination	42.9	18.5	12.7	9.6	12.8	(VG)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
IX. (cont'd)						
....the greater the tendency to have an official (or officials) administer written examinations to candidates for teaching positions	35.7	7.4	2.5	4.1	2.3	(VG)
....the greater the tendency not to permit a candidate to apply the passing parts of an examination previously failed to a current examination for the same license	28.6	1.8	3.8	2.7	1.2	(VG)
X. Interview techniques in teacher selection						
The larger the school system....						
....the greater the tendency to have one individual, rather than a committee, interview the candidate	64.3	66.7	53.2	48.0	46.5	(G)
....the lesser the tendency to have the supervisor serve on the interview committee	17.9	18.5	24.1	28.8	22.1	(M)
....the lesser the tendency to rate the following characteristics of a candidate by means of an interview:						
ability in the subject matter that the candidate proposes to teach	57.1	64.8	81.0	65.8	76.7	(G)
extent of outside interests	64.3	64.8	65.8	71.2	62.8	(S)
....the greater the tendency to use the following devices for recording the results of the interview:						
checklist	35.7	35.2	21.5	20.6	29.1	(G)
rating scale	57.1	50.0	34.2	21.9	22.1	(VG)
....the greater the tendency never to reimburse the candidate for expenses incurred in the interview	100.0	74.1	72.2	56.2	61.6	(VG)
....the greater the tendency to train interviewers almost always in the interview process	53.6	57.4	38.0	30.1	25.6	(VG)
....the lesser the tendency to allot 30-45 minutes for each interview	3.6	18.5	22.8	28.8	26.7	(VG)

	STRATUM					
	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	
XI. Classroom observation of candidates						
The larger the school system....						
....the greater the tendency never to make a classroom observation of a local candidate	35.7	20.4	13.9	4.1	10.5	(VG)
XII. Use of eligibility lists						
The larger the school system....						
....the greater the tendency for the following practices to be in effect:						
lists are rated (candidates are ranked)	39.3	16.7	8.9	9.6	7.0	(VG)
candidates are given assignment preferences as a result of higher ranking	25.0	7.4	3.8	5.5	4.6	(G)
eligibility lists are made public	21.4	3.7	1.3	1.4	1.2	(G)
appointments are made from the list in descending order	35.7	13.0	6.3	2.7	5.8	(VG)
XIII. Timing of notification of appointment						
The larger the school system....						
....the lesser the tendency to notify most candidates of their selection by April	3.6	11.1	21.5	19.2	20.9	(G)
....the greater the tendency to notify most candidates of their selection by						
June	28.6	24.1	21.5	19.2	24.4	(M)
July	25.0	18.5	13.9	9.6	10.5	(G)
XIV. Declination of offer of appointment						
The larger the school system....						
....the lesser the tendency to allow a candidate to decline an appointment not more than once before he is removed from further consideration for any future appointment	7.1	18.5	21.5	32.9	29.1	(VG)

Section C: Questions No. 5 and 6

Question No. 5: To what extent are teacher selection policies and procedures related to teacher selection rate?

Question No. 6: To what extent are teacher selection policies and procedures related to teacher-pupil index?

The preceding sections of this chapter presented data on teacher selection policies and procedures in large public school systems. This section reports on the relationship of these policies and practices to the teacher selection rate and to the teacher-pupil index.

The teacher selection rate was defined as follows:

$$\left[\frac{\text{Number of teachers hired to fill vacancies}}{\text{Number of teachers in school system, including new positions}}\right] 100$$

The teacher selection rate expresses the teacher selection workload or burden placed upon a school system. For example, consider two systems, each having 1000 teachers.

System A hires 75 teachers; its selection rate is $\left[\frac{75}{1000}\right] 100$ or 7.50.

System B hires 150 teachers; its selection rate is $\left[\frac{150}{1000}\right] 100$ or 15.0, i.e., twice that of system A.

The teacher-pupil index was defined as the number of teachers per 1000 pupils or

$$\left[\frac{\text{Number of teachers}}{\text{Number of pupils}}\right] 1000.$$

The teacher-pupil index may be regarded as a rough indicator of school system quality[5]. For example, consider two systems, each having 30,000 pupils. System C has 600 teachers and, therefore, a teacher-pupil index of

$$\left[\frac{600}{30{,}000}\right] 1000 \text{ or } 20.00.$$

System D has 1200 teachers; its teacher-pupil index is

$$\left[\frac{1200}{30{,}000}\right] 1000 \text{ or } 40.00,$$

i.e., twice that of system C.

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[5] There exists considerable evidence to show that level of expenditure per pupil bears a strong relationship to quality. Since approximately 70% of a system's operating budget goes toward teachers' salaries, an increase in teacher-pupil index would generally be accompanied by a higher level of expenditure per pupil.

The questionnaire comprises 51 items with a total of 228 response options. In order to answer the two questions posed above efficiently and meaningfully, 72 of 228 response options were selected for factor analysis[6]. The description of the 14 factors which emerged from the analysis as well as from judgmental factor refinement is to be found in Table 3.

The correlation coefficients obtained between the 14 factors and teacher selection rate range from -.201 to .286; between the 14 factors and teacher-pupil index from -.171 to .186 (see Table 4).

In view of the fact that all correlation coefficients obtained are quite low, it appears that teacher selection policies and procedures, represented by 14 derived factors, are only slightly related to teacher selection rate and to teacher-pupil index.

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[6] The criteria for selecting the 72 of the 228 response options as well as a description of the steps in the factor analysis are enumerated on page 9.

TABLE 3

Description of Factors Derived From Responses to Items of the Teacher Selection Questionnaire

Factor	Item Code Number[a]	Description
I	38-1, 38-2, 39-2, 40-1, 40-2, 40-3, 40-4, 40-5, 40-6, 40-7, 40-8	Agent who does the interviewing: committee, individual, type of personnel
II	21-1, 22-1, 24-1, 35-1, 36-1, 56-1	Use of examinations
III	41-0, 41-1, 41-6, 41-8	Characteristics of candidate rated by interviewer
IV	27-2, 27-6, 27-9	Individuals directly involved in the selection of personnel beyond a 25 mile radius of the system
V	44-3, 44-4	Reimbursement of candidates for expenses incurred in interview
VI	25-1, 51-3, 51-7, 52-4, 52-7, 52-9, 53-3, 53-9	Search for teachers beyond a 25 mile radius of the system
VII	49-1, 49-2, 50-3	Appeals procedures
VIII	60-1, 60-2	Training given to interviewers
IX	45-2, 45-3, 62-0, 62-1	Classroom observation of candidates
X	61-4, 61-5	Reduction in time devoted to interview
XI	33-3, 33-4, 34-3	Use and follow-up of references
XII	65-1, 65-2	Declination of appointment
XIII	43-2, 43-3, 43-5	Ways of recording results of interview
XIV	64-4, 64-7	Date when candidates are notified of their selection

[a] Item code numbers are identified in Table 7, Appendix A.

TABLE 4

Correlations of 14 Factors with Teacher Selection Rate and Teacher-Pupil Index (N = 310)

Factor	Teacher Selection Rate	Teacher-Pupil Index
I	-.094	.186
II	-.201	-.078
III	-.044	.105
IV	.161	-.108
V	.161	.064
VI	.286	-.010
VII	-.069	-.069
VIII	.030	-.161
IX	-.146	.148
X	.113	-.171
XI	-.113	.066
XII	.080	-.051
XIII	.139	-.029
XIV	.081	.087

Section D: Auxiliary Analyses

It was of interest to determine to what extent differences exist among school systems in Strata 1 through 5 with respect to teacher selection rate and teacher-pupil index. Relevant data are presented in Tables 5 and 6.

The findings indicate that the differences between means on both variables are rather small. Teacher selection rates manifest greater variability than teacher-pupil indexes.

The data show that the larger the school system, the lower the teacher selection rate (with the exception of systems in Stratum 4) and the lower the teacher-pupil index (with the exception of systems in Stratum 5).

TABLE 5

Means and Standard Deviations of Teacher Selection Rates for School Systems in Strata 1 Through 5

Stratum	N	Means	S.D.
1	26	15.23	5.64
2	52	15.79	4.88
3	79	16.32	4.96
4	72	16.24	5.89
5	81	16.68	6.58
Total	310	16.22	5.71

TABLE 6

Means and Standard Deviations of Teacher-Pupil Indexes for School Systems in Strata 1 Through 5

Stratum	N	Means	S.D.
1	28	35.92	2.55
2	53	36.94	3.34
3	79	38.62	3.20
4	73	39.29	4.66
5	86	37.65	3.12
Total	319	38.00	3.70

Conclusions

The following major conclusions were drawn:

(1) Teacher selection policies and procedures vary widely among large public school systems.

(2) The interview is used as the primary selection device by all large systems.

(3) Relationships exist between size of school system and certain teacher selection policies and procedures.

Specifically, the larger the school system, the greater the tendency:

....to use IBM or other data processing systems

....to use a brochure as a means of giving information to candidates*[7]

....to involve the Director of Personnel or a member of his staff in the selection of teachers outside a 25 mile radius of the school system*

....to make an active search for candidates outside a 1000 mile radius of the school system*

....to select 40% and over of the number of teachers yearly selected from outside a 25 mile radius of the school system*

....to use examinations as part of the selection process

....to use the National Teacher Examinations

....to require candidates to take a physical examination

....to issue examination announcements for teaching positions*

....to have the school system physician give the physical examination*

....to have an official (or officials) administer written examinations to candidates for teaching positions*

....not to permit a candidate to apply the passing parts of an examination previously failed to a current examination for the same license*

....to have one individual, rather than a committee, interview the candidate*

....to allot between 20-30 minutes for each interview

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[7] *School systems included in one stratum deviate from the absolute trend established by school systems in the other four strata. The absence of an asterisk denotes that the responses of school systems in Strata 1 through 5 reflect an absolute trend.

....to have the Director of Personnel or a member of his staff interview the candidate as the sole interviewer

....to use a rating scale for recording the results of the interview*

....never to reimburse the candidate for expenses incurred in the interview*

....to train interviewers almost always in the interview process*

....never to observe a candidate's teaching outside a 25 mile radius of the school system

....never to make a classroom observation of a local candidate*

....to use eligibility lists

....to rank candidates on eligibility lists from highest to lowest within their various classifications*

....to make appointments from the eligibility list in descending order*

....to notify candidates later of an appointment to the teaching staff for the following September

....to consider appeals from the decision of the selection authority.

The larger the school system, the lesser the tendency:

....to use commercial teachers agencies as resources in recruiting applicants

....to involve directly the Superintendent of Schools and the Principal in the selection of teachers outside a 25 mile radius of the school system

....to contact the applicant's recommender by telephone*

....to write to the applicant's recommender*

....to have the Supervisor* and the Principal serve on the interview committee

....to allot 30-45 minutes for each interview*.

(4) Teacher selection policies and procedures, represented by 14 derived factors, are only slightly related to teacher selection rate and teacher-pupil index.

CHAPTER IV

DISCUSSION

Limitations

The findings of this study should be interpreted with the following limitations in mind:

(1) The utility of this study is subject to the usual liabilities associated with the use of the questionnaire as a research instrument, e.g., dependency on the honesty of respondents and reliability of interpretation of the meaning of questionnaire items[1].

(2) The conclusions drawn from the data are pertinent only to the population of 320 large public school systems which had returned useable questionnaires. The findings cannot be generalized to populations of other school systems.

(3) The comparisons among large public school systems, categorized for this study into five strata, might have resulted in different findings if other intervals had been chosen to demarcate the boundaries of Strata 1 through 5 and/or if school systems had been grouped into a different number of strata.

(4) Completed questionnaires were received between October 1963 and April 1964. Data collected more recently might yield results different from those reported here. Furthermore, the period of data collection was still characterized by a national teacher shortage, with some variability for different regional areas and fields of specialization. It is conceivable that other, or more rigorous selection methods might be utilized in a period of greater teacher supply.

Implications

The analysis of the data suggests that, compared to generally accepted practices used in industry[2] to select personnel who are at a professional level similar to that of teachers, certain procedures governing the selection of teachers in the typical large public school system appear to be inadequate and unsophisticated.

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[1] In this connection it should be recalled that in at least 95% of the systems, a high ranking official supplied the data requested (Table 1, p. 7). Furthermore, the questionnaire dealt with factual rather than attitudinal information. Thus, presumably, the respondent was more likely to furnish accurate information. Therefore, it may be assumed that reliable responses were obtained.

[2] During the fall of 1965, personnel of the Board of Examiners visited representative industrial concerns, such as American Telephone and Telegraph Company, Standard Oil Company of New Jersey, Metropolitan Life Insurance Company, Macy's, New Jersey Bell Telephone Company, and the Port Authority of New York to learn firsthand about personnel selection practices currently used.

Listed below are teacher selection practices which form the basis of this impression. It must be emphasized, however, that only a longitudinal program of research, relating specific selection practices to varied criteria of their effectiveness, can yield data to test the validity of the impression.

(1) Only about 1/4 of LPSS prepare job descriptions and only 1/20 of them use a specific job description form. It is difficult to understand how LPSS can recruit candidates efficiently in the absence of clearly stated and defined job characteristics, such as grade and/or subject to be taught, amount of professional experience required, salary range, etc.

(2) Nearly 25% of LPSS request references from friends of the candidate. It is well known that even many letters of reference from former employees or college professors, less emotionally involved with the candidate than his friends, are of doubtful value; therefore, little may be gained by eliciting references from friends of the candidate.

(3) Only 12.8% of LPSS give examinations as part of the selection process. The typical system selects teachers by interviews, 20-30 minutes in duration, conducted by officials, 30% of whom have been trained almost never or, at best, occasionally in the interview process and who attempt to rate the candidate on about a dozen characteristics.

The utility of an interview under the best circumstances (e.g., adequate amount of time, use of trained interviewers, limited set of characteristics to be rated) tends to be diminished by the subjectivity inherent in observations. Thus, one can only speculate, in the absence of relevant research findings, about the degree of inadequacy of interviews used by LPSS. In this era of mass testing[3] one is startled by the finding that only 12.8% of LPSS use examinations. The development of tests represents a sizeable investment in time and money. School systems, however, could employ the National Teacher Examinations, which only 9.7% of LPSS use.

(4) Slightly fewer than 2/5 of LPSS do not require candidates to take physical examinations. This finding is also astonishing in view of the fact that teachers come in daily close contact with pupils. For the sake of the children's as well as the teacher's health, physical examinations of candidates should be required by all school systems.

(5) It is generally recognized that the modern teacher plays many roles inside the classroom in addition to that of director of learning, namely, parent substitute, judge, confidant, object of identification, object of affection and

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[3] Goslin (1963) observed "it appears that between 150 million and a quarter of a billion standardized ability tests of many different kinds are being administered annually in the United States by schools, colleges, business and industrial firms, and government agencies, including the military services, in an effort to evaluate the intellectual capabilities of potential and existing personnel" (p. 13).

crushes, target of hostile feelings, etc. (Redl and Wattenburg, 1951; Stiles, 1957). Thus teachers, particularly elementary school teachers, are placed in a strategic position from which they can, consciously as well as unconsciously, profoundly affect the development of cognitive and non-cognitive aspects of each pupil's personality. One would expect that top priority is assigned to the assessment of the candidate's intra- as well as inter-personal level of functioning, i.e., the degree to which the candidate (1) accepts himself and others, (2) understands himself, (3) is able to cope effectively with his personal problems (e.g., management of anxiety, hostility, excessive need for love), and (4) can use the power and authority, inherent in the teacher's roles, to nurture the intellectual, social, and emotional growth of his pupils.

This study has clearly shown that the selection methods and procedures currently used by large public school systems focus almost exclusively on the overt, peripheral and not on the covert, dynamic personality characteristics of candidates. To wit, a dozen or more overt characteristics such as personal appearance and expressed attitudes toward work are rated in a typical interview of 20-30 minutes.

Symonds (1954, 1955), Jersild (1955), Jersild, Lazar and Brodkin (1962), Lang (1958), and Davidson and Lang (1960) have emphasized, among others, the importance of scrutinizing covert, dynamic facets of a teacher's personality and have reported means of identifying them. Yet only 3 of 320 school systems reported the use of personality examinations or inventories.

What appears obvious then is that selection procedures are determined by what is easily obtained rather than what is important to assess. Selection officers should pay attention to the mental health of prospective teachers. Undoubtedly, this would be a difficult area. Personality inventories, of an objective nature are lacking in adequate reliability and validity, particul in selection. There are other reasons to contra-indicate the use of personality inventories, such as invasion of privacy, invitation to falsification or conformity, etc. As an alternative, the employment of psychiatrists or clinical psychologists in the assessment process would add some expense and would also demand great care in respect to insuring adequate reliability and validity. Clearly the need is for extensive research in this area.

The results also indicate that the presence of certain teacher selection policies and procedures in large public school systems is related to size of school system. Specifically, it was noted that the larger the school system, the lesser the tendency:

....to follow up references, e.g., to write to or telephone the recommender

....to use a committee to interview the candidate

....to allot more than 20-30 minutes for the interview

....to reimburse the candidate for expenses incurred in the interview

....to involve directly the Superintendent of Schools and the Principal in the selection of teachers outside a 25 mile radius of the school system

....to observe the candidate's classroom performance

....to require a candidate to give evidence of state certification for the position for which he is being considered

....to give candidates early notification of their appointment.

One could hypothesize that by adopting the aforementioned practices, a large school system will enhance the effectiveness of its selection process. For instance, since many letters of recommendation are non-specific, noncommittal, and unrealistic, it would be desirable to follow up these letters. However, only 2/5 of school systems in Stratum 1 indicated that they telephone or write to the person who gave the recommendation. Presumably, the sheer quantity of applicants prevents a sizeable number of systems in Stratum 1 from following up. It should be noted that over 3/4 of systems in Stratum 4 contact the recommender by telephone.

There is evidence which suggests that it is better to obtain the concensus of a committee when interviewing job applicants than to entrust one person with the conduct of the interview. Yet 64% of Stratum 1 systems rely on a single individual, the Director of Personnel (or a member of his staff) to conduct the interview. Furthermore, 47% of Stratum 5 systems relegate the interview to one individual, namely the Director of Personnel (18%), the Principal (9%), the Director of Elementary or Secondary Education (8%), and the Superintendent of Schools (8%).

In accordance with good administrative principles, it would seem most desirable to have a principal serve as a member of the interview committee. Yet only 25% of Stratum 1 systems, compared to 43% of Stratum 4 and 50% of Stratum 5 systems, do so. An interview of optimum[4] duration and a classroom observation of the candidate may possibly provide the basis for a sounder selection decision. One should note that only 2 of 28 systems in Stratum 1 devote more than 20-30 minutes to the interview, compared to 40% of systems in Stratum 5. Note that moderate increases in devoting more than 20-30 minutes for the interview occur between Stratum 1 (7%) and Stratum 2 (22%), and between Stratum 3 (27%) and Strata 4 and 5 (43% each). The sharpest drop in the extent to which classroom observations are made of local and non-local candidates is between Strata 1 and 2.

Almost 2/3 of Stratum 1 systems rarely or never observe the teaching of a local candidate, and all but one system rarely or never observe a candidate outside a 25 mile radius of the school system.

The practice of reimbursing candidates for expenses incurred in the interview will not in itself provide a system with a large number of promising candidates, but it can help to do so. Candidates who would ordinarily not be interested in travelling to a system because of the expense involved might be more inclined to do so if their expenses were underwritten by the system. Note that all Stratum 1 systems have a policy of never reimbursing candidates for interview expenses. Obviously the cost would be extremely high if all candidates were reimbursed regardless of the distance to be travelled. However, a screening of only the most promising candidates, based on a careful examination of their credentials and a thorough follow-up of references, might make reimbursement more feasible.

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[4] What constitutes "optimum" duration of an interview has to be determined by research. Presumably, it is more than 30 minutes.

About 2/3 of Stratum 1 systems, compared to 9/10 of Stratum 5 systems, require a candidate to give evidence of state certification for the position for which he is being considered. Although state certification does not necessarily insure competence in teaching, it at least assures the system that the candidate has attained certain training qualifications for the position. Thus it somewhat reduces the hazard of appointing a candidate to a position for which he is not qualified. Kalick (1962), in a study of a group of 107 school systems, ranging in size from 15,000 to 1,000,000 pupils (approximately 500 to 40,000 teachers), found that as size of school system increases there is a corresponding increase in the percentage of appointees assigned to a subject area or grade level for which they are not fully certified.

Since June is the median month by which Stratum 1 systems notify a candidate of his appointment, compared to May for Stratum 5 systems, it appears likely that very large systems lose potential staff members to smaller systems which may assure a candidate an appointment early in the spring. The problem here seems to involve a complex administrative machinery complicated by the fact that, when written examinations are not given, local (district) level officials are not authorized to make decisions regarding the appointment of candidates.

Increasing size of system is associated with a greater use of certain teacher selection practices that may promote the effectiveness of the teacher selection process. For instance, the larger the school system, the greater the tendency:

....to use IBM or other data processing systems

....to use brochures as means of giving prospective candidates information regarding the school system to which they are applying

....to use examinations as part of the selection process

....to require candidates to take a physical examination

....to conduct an active search for candidates outside a 1000 mile radius of the school system

....to use an "Aid-to-interview" blank, a checklist, or a rating scale for recording the results of the interview

....to train interviewers almost always in the interview process

....to consider appeals from the decision of the selection authority.

It seems reasonable to assume that most of the practices listed above were adopted to a greater extent by very large school systems because of the need to recruit and to process large numbers of candidates as efficiently as possible. A good example of this is the greater use of data-processing equipment by Stratum 1 systems (64%), than by Stratum 5 systems (12%). Note that the percentage of systems using data processing equipment jumps from 28 to 52 as one goes from Stratum 3 to Stratum 2. The question arises, at what point in the school size continuum does it pay to make an investment in equipment which facilitates the teacher selection and assignment process. Projections into the future school system size would seem to be a consideration here. Smaller systems on the verge of bigness and in real need of help might consider making an earlier investment in data processing systems which in all probability they will have to purchase eventually.

Bigness has led to a certain degree of standardization in the teacher selection process, as in the use of written and physical examinations and of forms for recording the results of an interview. Smaller systems can make good use of these practices but it requires additional expenditures on their part just as it takes additional funds on the part of large school systems to pay for the additional staff time necessary to do what appears to be a better job in some of the aspects of the teacher selection process indicated on pages 52 and 53.

Very large school systems probably have a lower per capita cost of training interviewers because of the great number of interviewers to be trained. Furthermore, the training of interviewers becomes mandatory when the interview is considered to be one of the tests in the examination.

Lower per capita cost of production and a more extensive recruitment program are probably factors in the tendency for the very large school system to use brochures as a means of giving information to candidates.

Pending the outcome of research studies which explore the relative effectiveness of various selection procedures, one can only conjecture about the desirability of specific practices.

Suggestions for Further Research

The study reported here was designed to gather information which heretofore was not available and to generate suggestions for further research. The findings raise a number of questions in the area of teacher selection which merit further research:

(1) How effective are specific teacher selection policies and procedures? Relationships should be ascertained among specific practices and various criteria of effectiveness, e.g., teacher's classroom performance, teacher's job satisfaction, teacher's interpersonal skills, teacher's ability to function in various roles other than that of instructor, teacher's attainment of tenure, etc. An investigation should be undertaken to determine whether there is a greater clustering of more desirable selection practices in those large systems which rank high on criteria of quality.

(2) Are there procedural differences in the selection of elementary, junior high, and senior high school teachers?

(3) How do teacher selection practices compare with practices used in industry to select personnel who are at a professional level comparable to that of teachers? Which practices might be useful for the selection of teachers? Can industry learn from teacher selection practices?

(4) How effective are selection devices other than those used at the present time? Experiments could be launched using methods such as leaderless group discussions, conferences, tests attempting to measure divergent thinking, analyses of lessons presented by closed circuit television, projective tests (e.g., Thematic Apperception Test), non-projective tests (e.g., Minnesota Multiphasic Personality Inventory), and depth interviews.

(5) To what extent do teacher selection practices in systems with fewer than 12,000 pupils and/or fewer than 400 teachers differ from those used by large school systems? For instance, a comparative study could be made of smaller systems which are financially favored and are reputed to have progressive administrative practices.

(6) To what extent have large school systems decentralized their teacher selection process? How effective is the teacher selection process in decentralized systems?

(7) Which teacher selection policies and procedures are regarded as effective by school administrators? Why?

(8) How do applicants for teaching positions view certain selection practices? To what extent do they feel that modifications are in order? Why?

(9) How are interviewers trained in the interview process? How effective is this training?

(10) What is the optimum duration for an interview? How does this vary for different teaching positions?

(11) How do interviewers rate the characteristics of an applicant? How valid and reliable are these ratings?

(12) What differences, if any, are there among applicants who:

- (a) accept appointments which are offered further away or closer to the start of the school year?
- (b) accept an appointment the first time it is offered and those who decline a number of times?

(13) To what extent do teacher selection practices change over a number of years?

(14) How do teacher selection practices vary with adequacy of supply of teacher candidates?

(15) Is there a relationship between school system size and effectiveness of the teacher selection and assignment process?

(16) What kinds of written documents, such as job description forms, application forms, brochures, interview rating forms, reference forms, etc., are most effective in the teacher selection and assignment process? An analysis of written documents is indicated.

CHAPTER V

SUMMARY

The objectives of the study were as follows:

(1) To survey teacher[1] selection policies and procedures in large[2] public school systems.

(2) Within the rubric of "large" systems, to compare school systems of various sizes with respect to their teacher selection policies and procedures.

(3) To determine relationships of teacher selection policies and procedures to teacher selection rate and to teacher-pupil index.

(4) To determine fields of needed research in the area of teacher selection.

The following questions were raised:

(1) What are the teacher selection policies and procedures in large public school systems?

(2) With respect to which teacher selection policies and procedures do similarities exist among large public school systems?

(3) With respect to which teacher selection policies and procedures do absolute trends exist among school systems according to size?

(4) With respect to which teacher selection policies and procedures do school systems included in one stratum deviate from the absolute trend established by school systems included in the other strata?

(5) To what extent are teacher selection policies and procedures related to teacher selection rate?

(6) To what extent are teacher selection policies and procedures related to teacher-pupil index?

Using as a basis a review of the literature and the researchers' own knowledge of the field, a questionnaire was developed covering 15 areas of teacher selection policies and procedures. The questionnaire was sent during October 1963 to all large public school systems in the United States (N = 382) and returned by 83.8% (N = 320) of them.

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[1] This study dealt only with regularly appointed teachers.

[2] Enrollment of at least 12,000 pupils.

School systems were categorized into five strata, based upon the number of regularly appointed teachers employed by the system.

In order to answer questions #1 through #4, frequencies and percentages were computed of responses made by school systems in each of the five strata, as well as by the total population included in this study.

In order to answer questions #5 and #6, responses given by the study's total population on 51 questionnaire items were grouped by tertiles (lower 1/3, middle 1/3, and upper 1/3) with respect to the teacher selection rate and the teacher-pupil index. From the pool of 228 response options on 51 questionnaire items, 72 response options were selected for factor analysis in accordance with the following criteria:

(1) the responses had to reflect an absolute trend,

(2) the responses had to fall between 10-90%,

(3) the responses in the lower 1/3 had to differ from those in the upper 1/3 by at least 5%.

The responses to the 72 options were subjected to a factor analysis via the centroid method of extraction and the varimax method of rotation. Twelve factors were extracted. Judgmental factor refinement and definition resulted in the creation of two additional factors. Weighted factor scores were generated. Pearson's product-moment correlations were computed to determine relationships of the 14 factors to the teacher selection rate and teacher-pupil index.

Since the data for this study were obtained from virtually a total universe, rather than from a sample, tests of significance were not applied.

The following major conclusions were drawn:

(1) Teacher selection policies and procedures vary widely among large public school systems.

(2) The interview is used as the primary selection device by all large systems.

(3) Relationships exist between size of school system and certain teacher selection policies and procedures.

Specifically, the larger the school system, the greater the tendency:

....to use IBM or other data processing systems

....to use a brochure as a means of giving information to candidates*[3]

---

[3] *School systems included in one stratum deviate from the absolute trend established by school systems in the other four strata. The absence of an asterisk denotes the fact that the responses of school systems in Strata 1 through 5 reflect an absolute trend.

....to involve the Director of Personnel or a member of his staff in the selection of teachers outside a 25 mile radius of the school system*

....to make an active search for candidates outside a 1000 mile radius of the school system*

....to select 40% and over of the number of teachers yearly selected from outside a 25 mile radius of the school system*

....to use examinations as part of the selection process

....to use the National Teacher Examinations

....to require candidates to take a physical examination

....to issue examination announcements for teaching positions*

....to have the school system physician give the physical examination*

....to have an official (or officials) administer written examinations to candidates for teaching positions*

....not to permit a candidate to apply the passing parts of an examination previously failed to a current examination for the same license*

....to have one individual, rather than a committee, interview the candidate*

....to allot between 20-30 minutes for each interview

....to have the Director of Personnel or a member of his staff interview the candidate as the sole interviewer

....to use a rating scale for recording the results of the interview*

....never to reimburse the candidate for expenses incurred in the interview*

....to train interviewers almost always in the interview process*

....never to observe a candidate's teaching outside a 25 mile radius of the school system

....never to make a classroom observation of a local candidate*

....to use eligibility lists

....to rank candidates on eligibility lists from highest to lowest within their various classifications*

....to make appointments from the eligibility list in descending order*

....to notify candidates later of an appointment to the teaching staff for the following September

....to consider appeals from the decision of the selection authority.

The larger the school system, the lesser the tendency:

....to use commercial teachers agencies as resources in recruiting applicants

....to involve directly the Superintendent of Schools and the Principal in the selection of teachers outside a 25 mile radius of the school system

....to contact the applicant's recommender by telephone*

....to write to the applicant's recommender*

....to have the Supervisor* and the Principal serve on the interview committee

....to allot 30-45 minutes for each interview*.

(4) Teacher selection policies and procedures, represented by 14 derived factors, are only slightly related to teacher selection rate and teacher-pupil index.

Limitations and implications of the study were discussed and several suggestions for further research were offered.

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APPENDIX A

TABLE 7

Percentage of School Systems Within Each Stratum Which Responded to Specific Items of the Teacher Selection Questionnaire

Item	Stratum					
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
1. An analysis of existing staff resources is made in terms of:						
*(15-1) Age	50.0	72.2	65.8	61.6	73.3	66.6
(15-2) Amount of professional preparation	71.4	77.8	79.8	79.4	84.9	80.0
(15-3) Amount of teaching experience	67.9	75.9	77.2	71.2	81.4	75.9
(15-4) Special skills	50.0	59.3	65.8	56.2	53.5	57.8
(15-5) Other	17.9	20.4	7.6	19.2	19.8	16.6
(15-6) If a staff analysis is not made, check this alternative	21.4	20.4	15.2	15.1	9.3	15.0
No response[a]	7.1	0	2.5	5.5	3.5	3.4
2. Data regarding individual staff members are maintained by means of:						
(16-1) Personnel folders	96.4	94.4	96.2	93.2	96.5	95.3
(16-2) IBM or other data processing system	64.3	51.8	27.8	20.6	11.6	29.1
(16-3) Index cards	42.9	50.0	40.5	39.7	33.7	40.3
(16-4) Other	7.1	3.7	10.1	4.1	3.5	5.6
(16-5) Data on existing staff resources are not maintained	0	1.8	1.3	0	0	0.6
No response	0	1.8	0	1.4	3.5	1.6
3. a) Are job descriptions generally prepared for teaching vacancies?						
(17-1) Yes	17.9	27.8	13.9	26.0	27.9	23.1
(17-2) No	78.6	66.7	83.5	72.6	70.9	74.4
No response	3.6	5.6	2.5	1.4	1.2	2.5
b) Do you use specific job description forms in your system?						
(18-1) Yes	3.6	5.6	6.3	5.5	3.5	5.0
(18-2) No	89.3	85.2	89.9	94.5	94.2	91.2
No response	7.1	9.3	3.8	0	2.3	3.8

Note: Items on which the sum of all responses exceeds 100% are those on which the respondents gave more than one response.

[a] No response was given to any alternative of the questionnaire item.

*IBM code numbers.

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum					a
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
3. c) If your answer to 3a or 3b is "Yes", which pieces of information are typically included in the job descriptions?						
(19-1) Grade and/or subject to be taught.	14.3	18.5	13.9	24.7	26.7	20.6
(19-2) Characteristics of pupils.........	0	7.4	8.9	9.6	7.0	7.5
(19-3) Amount of professional preparation required..................	14.3	20.4	12.7	21.9	26.7	20.0
(19-4) Specific competencies required....	10.7	20.4	13.9	17.8	19.8	17.2
(19-5) Personal characteristics desired..	10.7	11.1	7.6	9.6	11.6	10.0
(19-6) Teaching certificate required.....	14.3	20.4	11.4	24.7	22.1	19.1
(19-7) Physical working conditions.......	0	3.7	11.4	9.6	12.8	9.1
(19-8) Salary range......................	10.7	16.7	11.4	23.3	25.6	18.8
(19-9) Other.............................	0	0	1.3	0	1.2	0.6
No response..............................	85.7	74.1	86.1	74.0	73.3	77.8
4. Which resources are used in recruiting applicants?						
(20-1) Placement bureaus of teachers colleges, liberal arts colleges, universities....................	92.9	98.2	93.7	94.5	97.7	95.6
(20-2) Commercial teachers agencies......	14.3	22.2	32.9	49.3	50.0	37.8
(20-3) State Department of Education.....	21.4	25.9	27.8	39.7	41.9	33.4
(20-4) State Teachers Association........	21.4	31.5	32.9	26.0	33.7	30.3
(20-5) Application sent in voluntarily by applicants..................	100.0	90.7	93.7	93.2	96.5	94.4
(20-6) Direct recruitment on campuses of teachers colleges and universities.......................	92.9	81.5	86.1	84.9	84.9	85.3
(20-7) Published announcements of positions to be filled...........	32.1	22.2	39.2	48.0	37.2	37.2
(20-8) Other.............................	7.1	3.7	3.8	1.4	5.8	4.1
No response..............................	0	1.8	0	0	0	0.3
5. a) Do you give examinations as part of your selection process?						
(21-1) Yes...............................	57.1	16.7	11.4	5.5	3.5	12.8
(21-2) No................................	42.9	83.3	88.6	94.5	96.5	87.2
b) If your answer to 5a is "Yes", please answer the following:						

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum					
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
5. b) (cont'd)						
Do you issue examination announcements for teaching positions?						
(22-1) Yes	46.4	11.1	6.3	2.7	3.5	9.1
(22-2) No	3.6	1.8	1.3	1.4	0	1.2
No response	50.0	87.0	92.4	95.9	96.5	89.7
c) If your answer to 5b is "Yes", please answer the following: Examination announcements:						
(23-1) Are given to an applicant at his request	35.7	7.4	2.5	1.4	2.3	5.9
(23-2) Are sent to an applicant as a result of a formal application previously filed	32.1	7.4	2.5	2.7	2.3	5.9
(23-3) Can be consulted by the applicant on the bulletin board of a college or university placement bureau	39.3	7.4	3.8	0	2.3	6.2
(23-4) Can be consulted by the applicant, in whole or in part, in the public or private school	32.1	5.6	3.8	1.4	2.3	5.6
(23-5) Can be consulted by the applicant through the cooperation of some professional organization to which the announcement has been sent	14.3	3.7	1.3	0	1.2	2.5
(23-6) Other	0	1.8	1.3	1.4	0	0.9
No response	57.1	90.7	93.7	97.3	97.7	91.9
6. What kinds of examinations are normally used in the selection of teachers?						
(24-1) National teachers examinations	42.9	11.1	8.9	4.1	3.5	9.7
(24-2) Locally prepared essay questions	14.3	7.4	1.3	1.4	2.3	3.8
(24-3) Locally prepared test for each subject area	14.3	3.7	0	0	1.2	2.2

(Table continued on next page)

TABLE 7 (continued)

	Item	Stratum					
		1	2	3	4	5	Total
		(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
	6. (cont'd)						
(24-4)	Teaching performance test for elementary candidates	3.6	1.8	1.3	0	0	0.9
(24-5)	Psychological or personality examinations or inventories	3.6	1.8	0	1.4	0	0.9
(24-6)	Oral examination to discover competence of the candidate in the area for which he is applying	42.9	5.6	0	1.4	0	5.0
(24-7)	Speech examination	7.1	0	0	0	0	0.6
(24-8)	Teaching performance test for secondary candidates	3.6	1.8	1.3	0	0	0.9
(24-9)	Other	7.1	1.8	0	1.4	1.2	1.6
	No response	42.9	83.3	87.3	94.5	96.5	86.9
	7. Prospective candidates are given information regarding your system by means of:						
(25-1)	A brochure	92.9	85.2	76.0	64.4	66.3	73.8
(25-2)	Films	14.3	9.3	1.3	2.7	3.5	4.7
(25-3)	Recruitment officials' statements	96.4	98.2	89.9	90.4	96.5	93.8
(25-4)	Other	21.4	9.3	11.4	11.0	17.4	13.4
	No response	0	1.8	6.3	6.8	2.3	4.1
	8. a) Do you make teacher selections beyond a 25 mile radius of your school system?						
(26-1)	Yes	96.4	98.2	94.9	94.5	96.5	95.9
(26-2)	No	3.6	1.8	3.8	4.1	2.3	3.1
	No response	0	0	1.3	1.4	1.2	0.9

b) If your answer to 8a is "Yes", please answer the following:

Which individuals are typically directly involved in the selection of teachers outside a 25 mile radius of your school system?

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum 1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
8. b) (cont'd)						
(27-1) Superintendent of Schools	3.6	14.8	22.8	43.8	57.0	33.8
(27-2) Director of Personnel or member of his staff	85.7	92.6	79.8	69.9	64.0	75.9
(27-3) Principal	21.4	31.5	34.2	46.6	55.8	41.2
(27-4) Assistant principal	10.7	5.6	6.3	17.8	14.0	11.2
(27-5) Subject matter specialist other than classroom teacher	17.9	20.4	15.2	19.2	15.1	17.2
(27-6) Supervisor	21.4	27.8	20.2	32.9	31.4	27.5
(27-7) Department chairman	3.6	9.3	6.3	5.5	15.1	8.8
(27-8) Classroom teacher	3.6	3.7	0	4.1	5.8	3.4
(27-9) Director of Elementary or Secondary Education	7.1	31.5	30.4	30.1	43.0	31.9
(27-0) Other	14.3	5.6	8.9	8.2	11.6	9.4
No response	3.6	3.7	6.3	6.8	3.5	4.7
9. a) Do you use an application form in selecting teachers?						
(28-1) Yes	100.0	100.0	100.0	98.6	100.0	99.7
(28-2) No	0	0	0	1.4	0	0.3
b) If your answer to 9a is "Yes", what kind of information does your application form call for?						
(29-1) The position wanted	92.9	94.4	94.9	95.9	95.4	95.0
(29-2) Personal data - e.g., age, marital status	96.4	100.0	100.0	98.6	98.8	99.1
(29-3) Education - e.g., institutions attended, major and minor subjects, degree held	100.0	100.0	100.0	98.6	100.0	99.7
(29-4) Experience - e.g., school, position, dates and other types of work experience	100.0	96.3	98.7	97.3	100.0	98.4
(29-5) Travel	25.0	31.5	32.9	32.9	31.4	31.6
(29-6) Statement of interests - e.g., dramatics, musical, athletic, etc.	75.0	88.9	92.4	87.7	93.0	89.4
(29-7) References	92.9	96.3	94.9	95.9	93.0	94.7
(29-8) Other	25.0	18.5	1.3	9.6	5.8	9.4
No response	0	0	0	1.4	0	0.3

(Table continued on next page)

TABLE 7 (continued)

Item		Stratum					
		1	2	3	4	5	Total
		(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
10. How many years of preparation beyond high school graduation are required for initial appointments as a classroom teacher? (Indicate the minimum number of years required after each level of teaching.)	Years						
(30 - 2-5) Elementary School	2	3.6	3.7	2.5	5.5	3.5	3.8
	3	0	1.8	0	2.7	7.0	2.8
	4	89.3	92.6	94.9	87.7	86.1	90.0
	5	3.6	1.8	0	1.4	0	0.9
No response.......		3.6	0	2.5	2.7	3.5	2.5
(31 - 2-5) Junior High School	2	3.6	0	0	0	0	0.3
	3	0	0	0	0	2.3	0.6
	4	89.3	98.2	94.9	91.8	94.2	94.1
	5	3.6	1.8	2.5	5.5	1.2	2.8
No response.......		3.6	0	2.5	2.7	2.3	2.2
(32 - 3-5) Senior High School	3	0	0	0	0	2.3	0.6
	4	82.1	87.0	86.1	87.7	88.4	86.9
	5	14.3	13.0	12.7	11.0	8.1	11.2
No response.......		3.6	0	1.3	1.4	1.2	1.2
11. References regarding candidates are usually requested from:							
(33-1) College or university professors..		85.7	96.3	91.1	95.9	95.4	93.8
(33-2) Former education employers........		89.3	100.0	96.2	95.9	93.8	96.9
(33-3) Former non-educational employers..		50.0	64.8	60.8	58.9	60.5	60.0
(33-4) Friends of the candidate..........		35.7	18.5	24.1	21.9	27.9	24.7
(33-5) Other.............................		35.7	13.0	7.6	8.2	14.0	12.8
(33-6) References are not used in selecting teachers....................		3.6	0	0	1.4	0	0.6
No response..........................		0	0	3.8	0	0	0.9
12. Follow-up of references is usually made by:							
(34-1) Contacting the recommender by telephone........................		42.9	61.1	62.0	76.7	72.1	66.2

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum					
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
12. (cont'd)						
(34-2) Face-to-face interview with recommender	0	22.2	26.6	24.7	18.6	20.9
(34-3) Further written communication with recommender	39.3	63.0	64.6	65.8	65.1	62.5
(34-4) Other	0	0	0	0	0	0
(34-5) References are not followed-up	32.1	20.4	15.2	9.6	12.8	15.6
No response	10.7	3.7	2.5	1.4	2.3	3.1
13. Do you require candidates to take a physical examination?						
(35-1) Yes	89.3	72.2	64.6	53.4	48.8	61.2
(35-2) No	10.7	25.9	35.4	43.8	48.8	37.2
No response	0	1.8	0	2.7	2.3	1.6
If "Yes", who may give the examination?						
(36-1) The school system physician	42.9	18.5	12.7	9.6	12.8	15.6
(36-2) A physician approved by the Board of Education	14.3	9.3	7.6	6.8	4.6	7.5
(36-3) Any licensed physician	46.4	53.7	55.7	43.8	41.9	48.1
(36-4) An examiner other than a licensed physician	3.6	0	0	1.4	0	0.6
No response	10.7	31.5	32.9	46.6	50.0	38.4
14. Do you interview candidates for appointment to your school system?						
(37-1) Yes	100.0	100.0	100.0	100.0	100.0	100.0
(37-2) No	0	0	0	0	0	0
If "Yes", does one individual interview him or does a committee interview him?						
(38-1) One individual	64.3	66.7	53.2	48.0	46.5	53.4
(38-2) A committee	35.7	33.3	46.8	52.0	53.5	46.6

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum					
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
14. (cont'd)						
If one individual, which one of the following:						
(39-1) Superintendent	0	0	0	1.4	8.1	2.5
(39-2) Director of Personnel or a member of his staff	64.3	62.9	40.5	31.5	18.6	38.4
(39-3) Director of Elementary or Secondary Education	0	1.9	6.3	8.2	8.4	5.9
(39-4) Principal	0	1.9	3.8	6.8	9.3	5.3
(39-5) Assistant Principal	0	0	0	1.4	0	0.3
(39-6) Subject matter specialist other than classroom teacher	0	0	0	0	0	0
(39-7) Supervisor	0	0	0	0	0	0
(39-8) Department chairman	0	0	0	0	0	0
(39-9) Classroom teacher	0	0	0	0	0	0
(39-0) Member of the Board of Education	0	0	0	0	0	0
(39-X) Other	0	0	2.5	0	1.2	0.9
No response	35.7	33.3	46.8	52.0	53.5	46.6
If a committee						
(40-1) Superintendent	0	9.3	10.1	20.5	26.7	15.9
(40-2) Director of Personnel or a member of his staff	21.4	31.5	39.2	34.2	27.9	32.2
(40-3) Director of Elementary or Secondary Education	10.7	22.2	17.7	31.5	31.4	24.7
(40-4) Principal	25.0	25.9	36.7	42.5	50.0	38.8
(40-5) Assistant Principal	10.7	9.3	5.1	8.2	9.5	8.1
(40-6) Subject matter specialist other than classroom teacher	14.3	16.7	5.1	15.1	12.8	12.2
(40-7) Supervisor	17.9	18.5	24.1	28.8	22.1	23.1
(40-8) Department chairman	17.9	7.4	12.7	19.2	10.5	13.4
(40-9) Classroom teacher	10.7	0	5.1	6.8	1.2	4.1
(40-0) Member of the Board of Education	0	0	2.5	0	0	0.6
(40-X) Other	10.7	3.7	5.1	6.8	1.2	4.7
No response	64.3	66.7	53.2	48.0	46.5	53.4

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum					
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
15. Which characteristics of a candidate are rated by means of an interview?						
(41-1)Ability in the subject matter that the candidate proposes to teach..	57.1	64.8	81.0	65.8	76.7	71.6
(41-2)Personal appearance...............	100.0	100.0	100.0	94.5	97.7	98.1
(41-3)Speech............................	100.0	100.0	96.2	93.2	97.7	96.9
(41-4)Logical thinking..................	71.4	77.8	78.5	71.2	74.4	75.0
(41-5)Extent of cultural background.....	75.0	81.5	81.0	71.2	74.4	76.6
(41-6)Extent of community contacts......	42.9	48.2	57.0	43.8	38.4	46.2
(41-7)Attitudes towards his work........	100.0	92.6	96.2	90.4	91.9	93.4
(41-8)Extent of outside interests.......	64.3	64.8	65.8	71.2	62.8	65.9
(41-9)Knowledge of current affairs......	42.9	57.4	45.6	39.7	52.3	47.8
(41-0)Philosophy of education...........	89.3	81.5	91.1	80.8	83.7	85.0
(41-X)Potentialities for professional growth.........................	71.4	70.4	88.6	80.8	76.7	79.1
(41-Y)Interest in children and/or youth.	89.3	87.0	94.9	89.0	88.4	90.0
(42-1)Extent of democratic outlook......	39.3	59.3	57.0	39.7	47.7	49.4
(42-2)Other.............................	32.1	11.1	13.9	13.7	14.0	15.0
16. Which of the following are used in recording results of interviews of candidates?						
(43-1)Check list........................	35.7	35.2	21.5	20.6	29.1	26.9
(43-2)Rating scale......................	57.1	50.0	34.2	21.9	22.1	32.8
(43-3)"Aid-to-interview" blank..........	42.9	33.3	31.6	27.4	23.3	29.7
(43-4)Other.............................	3.6	14.8	17.7	13.7	19.8	15.6
(43-5)Written score of an interview is not made........................	7.1	5.6	19.0	24.7	24.4	18.4
No response.........................	0	1.8	0	6.8	3.5	2.8
17. Are candidates reimbursed for expenses incurred in personal interview?						
(44-1)Usually...........................	0	0	0	1.4	0	0.3
(44-2)Sometimes.........................	0	0	6.3	4.1	9.3	5.0
(44-3)Rarely............................	0	25.9	19.0	32.9	27.9	24.1
(44-4)Never.............................	100.0	74.1	72.2	56.2	61.6	68.4
No response.........................	0	0	2.5	5.5	1.2	2.2

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum					
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
18. Is a classroom observation of a local candidate made?						
(45-1) Usually	3.6	9.3	17.7	16.4	9.3	12.5
(45-2) Sometimes	21.4	44.4	34.2	35.6	36.1	35.6
(45-3) Rarely	28.6	24.1	29.1	38.4	39.5	33.1
(45-4) Never	35.7	20.4	13.9	4.1	10.5	13.8
No response	10.7	1.8	5.1	5.5	4.6	4.7
19. Is a classroom observation made of a candidate outside of a 25 mile radius of your school system?						
(46-1) Usually	0	0	0	4.1	2.3	1.6
(46-2) Sometimes	3.6	13.0	16.5	23.3	19.8	17.2
(46-3) Rarely	28.6	38.9	38.0	32.9	40.7	36.9
(46-4) Never	64.3	46.3	41.8	37.0	34.9	41.6
No response	3.6	1.8	3.8	2.7	2.3	2.8
20. Are eligibility lists used in the selection of teachers?						
(47-1) Yes	60.7	24.1	19.3	19.2	18.6	23.4
(47-2) No	35.7	74.1	74.7	74.0	76.7	71.6
No response	3.6	1.8	6.3	6.8	4.6	5.0
If "Yes", which of the following practices are in effect in regard to use of eligibility lists?						
(48-1) Lists are rated (candidates are ranked from highest to lowest within their various classifications.)	39.3	16.7	8.9	9.6	7.0	12.5
(48-2) Lists are unrated (contain the names of approved candidates, with no preferential rating)	17.9	5.6	8.9	11.0	8.1	9.4
(48-3) Candidates are given assignment preferences as a result of higher ranking	25.0	7.4	3.8	5.5	4.6	6.9
(48-4) Eligibility lists are made public	21.4	3.7	1.3	1.4	1.2	3.1
(48-5) Appointments are made from the list in descending order	35.7	13.0	6.3	2.7	5.8	9.1
No response	39.3	77.8	82.3	76.7	80.2	75.9

(Table continued on next page)

TABLE 7 (continued)

Item	Stratum					
	1	2	3	4	5	Total
	(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
21. Are appeals (from the decision of the selecting authority) considered?						
(49-1) Yes	42.9	24.1	11.4	11.0	9.3	15.6
(49-2) No	42.9	64.8	76.0	68.5	76.7	69.7
No response	14.3	11.1	12.7	20.6	14.0	14.7
If "Yes", please answer the following: Appeals procedures are:						
(50-1) Set forth in writing	10.7	1.8	0	0	1.2	1.6
(50-2) Readily available to candidates in writing	7.1	1.8	0	0	0	0.9
(50-3) Not in writing	32.1	20.4	11.4	9.6	8.1	13.4
No response	57.1	75.9	88.6	90.4	90.7	84.7
22. An active search for candidates is made within a radius of approximately:						
(51-1) 25 miles	7.1	0	5.1	4.1	3.5	3.8
(51-2) 50 miles	0	0	8.9	6.8	4.6	5.0
(51-3) 100 miles	10.7	7.4	13.9	17.8	24.4	16.2
(51-4) 300 miles	3.6	37.0	26.6	31.5	20.9	25.9
(51-5) 500 miles	32.1	22.2	22.8	15.1	19.8	20.9
(51-6) 1000 miles	10.7	16.7	5.1	12.3	10.5	10.6
(51-7) over 1000 miles	35.7	16.7	12.7	9.6	14.0	15.0
No response	0	0	5.1	2.7	2.3	3.5
23. Of the number of teachers selected yearly, what is the approximate percent that come from outside a 25 mile radius of your school system?						
(52-1) 0-1 percent	0	0	2.5	4.1	3.5	2.5
(52-2) 2-4%	0	0	3.8	0	2.3	1.6
(52-3) 5-9%	10.7	5.6	1.3	2.7	9.3	5.3
(52-4) 10-14%	0	1.8	10.1	9.6	3.5	5.9
(52-5) 15-19%	0	3.7	6.3	8.2	4.6	5.3
(52-6) 20-24%	0	9.3	8.9	2.7	3.5	5.3

(Table continued on next page)

TABLE 7 (continued)

	Item	Stratum					
		1	2	3	4	5	Total
		(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
	23. (cont'd)						
(52-7)	25-29%	10.7	7.4	7.6	11.0	4.6	7.8
(52-8)	30-39%	14.3	16.7	13.9	20.6	12.8	15.6
(52-9)	40% and over	64.3	53.7	44.3	37.0	55.8	49.1
	No response	0	1.8	1.3	4.1	0	1.6
	24. Of the number of teachers selected yearly, what is approximate percent that were obtained as a result of direct recruitment outside a 25 mile radius of your school system?						
(53-1)	0 percent	7.1	1.8	10.1	8.2	5.8	6.9
(53-2)	1-2%	3.6	5.6	6.3	6.8	10.5	7.2
(53-3)	3-4%	0	5.6	8.9	8.2	5.8	6.6
(53-4)	5-9%	3.6	7.4	5.1	9.6	5.8	6.6
(53-5)	10-14%	14.3	13.0	11.4	12.3	12.8	12.5
(53-6)	15-19%	17.9	7.4	6.3	11.0	5.8	8.4
(53-7)	20-24%	3.6	9.3	6.3	4.1	8.1	6.6
(53-8)	25-29%	14.3	7.4	15.2	6.8	9.3	10.3
(53-9)	30% and over	32.1	35.2	27.8	23.3	30.2	29.1
	No response	3.6	7.4	2.5	9.6	5.8	5.9
	25. Is a candidate required to give evidence of state certification for a position for which he is being considered?						
(54-1)	Yes	67.9	79.6	87.3	90.4	90.7	85.9
(54-2)	No	28.6	20.4	12.7	8.2	9.3	13.4
	No response	3.6	0	0	1.4	0	0.6
	26. Do you request that you be furnished with copies of transcripts of a candidate's professional preparation?						
(55-1)	Yes	89.3	87.0	92.4	80.8	81.4	85.6
(55-2)	No	10.7	11.1	7.6	13.7	16.3	12.2
	No response	0	1.8	0	5.5	2.3	2.2

(Table continued on next page)

TABLE 7 (continued)

	Item	Stratum 1	2	3	4	5	Total
		(N=28)	(N=54)	(N=79)	(N=73)	(N=86)	(N=320)
27.	a) Do you have an official (or officials) that administer(s) written examinations to candidates for teaching positions?						
(56-1)	Yes	35.7	7.4	2.5	4.1	2.3	6.6
(56-2)	No	64.3	90.7	97.5	94.5	97.7	92.8
	No response	0	1.8	0	1.4	0	0.6
	b) If your answer to 27a is "Yes", please answer the following: The members of the examining body are selected:						
(57-1)	By the Superintendent, without examination	17.9	0	1.3	1.4	0	2.2
(57-2)	On the basis of an examination developed by the school system	7.1	0	0	0	1.2	0.9
(57-3)	On the basis of a civil service type examination	10.7	1.8	0	0	0	1.2
(57-4)	Other	10.7	3.7	1.3	2.7	1.2	2.8
	No response	60.7	94.4	97.5	95.9	97.7	93.1
28.	If your answer to item 27a is "Yes", please answer the following: Which of the following statements best describes the role of the examining body in regard to the selection of teachers?						
(58-1)	Administers written examination only	7.1	1.8	2.5	4.1	1.2	2.8
(58-2)	Has complete control of all features of the examination of candidates and the preparation of eligibility lists	7.1	0	0	0	0	0.6
(58-3)	Has complete control of the examination of candidates, prepares eligibility lists and administers the pre-employment investigation	25.0	3.7	1.3	0	0	3.1
	No response	67.9	94.4	96.2	95.9	98.8	93.8

(Table continued on next page)

TABLE 7 (continued)

	Item	Stratum 1 (N=28)	 2 (N=54)	 3 (N=79)	 4 (N=73)	 5 (N=86)	 Total (N=320)
29.	Is a candidate permitted to apply the passing parts of a previous examination, which he failed, to a current examination for the same license?						
(59-1)	Yes	10.7	3.7	0	1.4	0	1.9
(59-2)	No	28.6	1.8	3.8	2.7	1.2	4.7
	No response	60.7	94.4	96.2	95.9	98.8	93.1
30.	Have interviewers of candidates been given training in the interview process?						
(60-1)	Almost always	53.6	57.4	38.0	30.1	25.6	37.5
(60-2)	Usually	28.6	18.5	25.3	26.0	32.6	26.6
(60-3)	About half the time	0	1.8	3.8	1.4	1.2	1.9
(60-4)	Occasionally	7.1	9.3	13.9	19.2	16.3	14.4
(60-5)	Almost never	10.7	13.0	15.2	15.1	19.8	15.6
	No response	0	0	3.8	8.2	4.6	4.1
31.	How much time is generally allotted for each interview?						
(61-1)	5 minutes	0	0	0	0	0	0
(61-2)	10 minutes	7.1	3.7	0	0	1.2	1.6
(61-3)	15 minutes	14.3	1.8	10.1	6.8	11.6	8.8
(61-4)	20-30 minutes	71.4	63.0	62.0	48.0	43.0	55.0
(61-5)	30-45 minutes	3.6	18.5	22.8	28.8	26.7	22.8
(61-6)	45-60 minutes	3.6	3.7	2.5	8.2	7.0	5.3
(61-7)	over 1 hour	0	0	1.3	5.5	9.3	4.1
	No response	0	9.3	1.3	2.7	1.2	2.8
32.	How many classroom observations are generally made of a candidate?						
(62-0)	0	89.3	57.4	62.0	49.3	55.8	59.1
(62-1)	1	7.1	24.1	15.2	27.4	20.9	20.3
(62-2)	2	0	1.8	6.3	6.8	10.5	6.2
(62-3)	3	0	1.8	1.3	1.4	1.2	1.2
(62-4)	more than 3	3.6	1.8	2.5	1.4	1.2	1.9
	No response	0	13.0	12.7	13.7	10.5	11.2

(Table continued on next page)

TABLE 7 (continued)

		Stratum					
	Item	1 (N=28)	2 (N=54)	3 (N=79)	4 (N=73)	5 (N=86)	Total (N=320)
	33. Is the selection process articulated with the senior year in Teacher-Training institutions so that prospective teachers can enter regular teaching positions upon graduation or very shortly thereafter?						
(63-1)	Yes	100.0	96.3	94.9	89.0	90.7	93.1
(63-2)	No	0	3.7	5.1	6.8	8.1	5.6
	No response	0	0	0	4.1	1.2	1.2
	34. By which month are most candidates who will assume their positions in September notified of their selection?						
(64-1)	January	0	0	0	0	0	0
(64-2)	February	0	0	2.5	1.4	1.2	1.2
(64-3)	March	3.6	1.8	3.8	6.8	5.8	4.7
(64-4)	April	3.6	11.1	21.5	19.2	20.9	17.5
(64-5)	May	32.1	40.7	34.2	39.7	29.1	35.0
(64-6)	June	28.6	24.1	21.5	19.2	24.4	22.8
(64-7)	July	25.0	18.5	13.9	9.6	10.5	13.8
(64-8)	August	7.1	0	1.3	1.4	2.3	1.9
	No response	0	3.7	1.3	2.7	5.8	3.1
	35. How many times may a candidate decline an appointment before he is removed from further consideration for any future appointments?						
(65-0)	0	7.1	1.8	5.1	4.1	5.8	4.7
(65-1)	1	7.1	18.5	21.5	32.9	29.1	24.4
(65-2)	2	10.7	18.5	13.9	11.0	11.6	13.1
(65-3)	3	21.4	0	3.8	0	1.2	3.1
(65-4)	Unlimited number of times	32.1	35.2	36.7	19.2	26.7	29.4
(65-5)	Other	21.4	22.2	12.7	16.4	17.4	17.2
	No response	0	3.7	6.3	16.4	8.1	8.1

TABLE 8

Percentage of School Systems With Low, Medium or High Teacher Selection Rates Which Responded to Specific Items of the Teacher Selection Questionnaire

Item	Teacher Selection Rate		
	Low	Medium	High
	(N = 103)	(N = 104)	(N = 103)
1. An analysis of existing staff resources is made in terms of:			
Age	65.1	62.5	72.8
Amount of professional preparation	82.5	74.0	82.5
Amount of teaching experience	76.7	67.3	83.5
Special skills	61.2	52.9	58.2
Other	11.6	17.3	20.4
If a staff analysis is not made, check this alternative	12.6	21.2	12.6
No response[a]	2.9	3.8	2.9
2. Data regarding individual staff members are maintained by means of:			
Personnel folders	96.1	93.3	98.1
IBM or other data processing system	30.1	26.0	33.0
Index cards	39.8	50.0	33.0
Other	8.7	4.8	2.9
Data on existing staff resources are not maintained	0	1.0	1.0
No response	0	3.8	0
3. a) Are job descriptions generally prepared for teaching vacancies?			
Yes	23.3	26.9	19.4
No	75.7	68.3	78.6
No response	1.0	4.8	1.9
b) Do you use specific job description forms in your system?			
Yes	4.8	6.7	2.9
No	91.3	88.5	95.2
No response	3.9	4.8	1.9

Note: Items on which the sum of all responses exceeds 100% are those on which the respondents gave more than one response.

[a] No response was given to any alternative of the questionnaire item.

(Table continued on next page)

TABLE 8 (continued)

I t e m	Teacher Selection Rate Low (N = 103)	Medium (N = 104)	High (N = 103)
3. (cont'd) c) If your answer to 3a or 3b is "Yes", which pieces of information are typically included in the job descriptions?			
Grade and/or subject to be taught	19.4	25.0	17.5
Characteristics of pupils	8.7	6.7	6.8
Amount of professional preparation required	19.4	24.0	16.5
Specific competencies required	15.5	22.1	14.6
Personal characteristics desired	10.7	8.6	9.7
Teaching certificate required	20.4	23.1	13.6
Physical working conditions	8.7	7.7	11.6
Salary range	20.4	20.2	16.5
Other	1.0	0	1.0
No response	77.7	74.0	81.6
4. Which resources are used in recruiting applicants?			
Placement bureaus of teachers colleges, liberal arts colleges, universities	91.3	97.1	100.0
Commercial teachers agencies	35.0	50.0	29.1
State Department of Education	35.9	31.7	30.1
State Teachers Association	17.5	38.5	33.0
Application sent in voluntarily by applicants	93.2	92.3	98.1
Direct recruitment on campuses of teachers colleges and universities	82.5	89.4	84.5
Published announcements of positions to be filled	33.0	41.4	36.9
Other	2.9	5.8	3.9
No response	0	1.0	0
5. a) Do you give examinations as part of your selection process?			
Yes	19.4	11.5	5.8
No	80.6	88.5	94.2
b) If your answer to 5a is "Yes", please answer the following: Do you issue examination announcements for teaching positions?			

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate Low (N = 103)	 Medium (N = 104)	 High (N = 103)
5. b) (cont'd)			
Yes	15.5	5.8	4.8
No	1.0	1.9	0
No response	83.5	92.3	95.2
c) If your answer to 5b is "Yes", please answer the following: Examination announcements:			
Are given to an applicant at his request	11.6	2.9	2.9
Are sent to an applicant as a result of a formal application previously filed	10.7	2.9	2.9
Can be consulted by the applicant on the bulletin board of a college or university placement bureau	12.6	2.9	2.9
Can be consulted by the applicant, in whole or in part, in the public or private school	10.7	1.9	3.9
Can be consulted by the applicant through the cooperation of some professional organization to which the announcement has been sent	3.9	1.0	1.9
Other	2.9	0	0
No response	86.4	95.2	95.2
6. What kinds of examinations are normally used in the selection of teachers?			
National teachers examinations	15.5	6.7	5.8
Locally prepared essay questions	4.8	2.9	1.0
Locally prepared test for each subject area	3.9	1.9	1.0
Teaching performance test for elementary candidates	1.0	1.0	0
Psychological or personality examinations or inventories	2.9	0	0
Oral examination to discover competence of the candidate in the area for which he is applying	9.7	1.9	1.9
Speech examination	1.0	0	1.0
Teaching performance test for secondary candidates	1.0	1.0	0
Other	1.9	1.9	0
No response	81.6	88.4	92.2

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate		
	Low	Medium	High
	(N = 103)	(N = 104)	(N = 103)
7. Prospective candidates are given information regarding your system by means of:			
A brochure	59.2	76.9	87.4
Films	1.9	5.8	6.8
Recruitment officials' statements	91.3	95.2	95.2
Other	11.6	12.5	15.5
No response	5.8	3.8	1.9
8. a) Do you make teacher selections beyond a 25 mile radius of your school system?			
Yes	95.2	96.2	97.1
No	4.8	2.9	1.9
No response	0	1.0	1.0
b) If your answer to 8a is "Yes", please answer the following: Which individuals are typically directly involved in the selection of teachers outside a 25 mile radius of your school system?			
Superintendent of Schools	42.7	26.0	31.1
Director of Personnel or member of his staff	67.0	76.0	86.4
Principal	35.9	45.2	44.7
Assistant Principal	10.7	14.4	8.7
Subject matter specialist other than classroom teacher	18.4	17.3	16.5
Supervisor	38.8	26.9	19.4
Department chairman	6.8	12.5	7.8
Classroom teacher	2.9	2.9	4.8
Director of Elementary or Secondary Education	29.1	34.6	34.0
Other	13.6	6.7	8.7
No response	5.8	4.8	2.9
9. a) Do you use an application form in selecting teachers?			
Yes	99.0	100.0	100.0
No	1.0	0	0

(Table continued on next page)

TABLE 8 (continued)

Item		Teacher Selection Rate		
		Low	Medium	High
		(N = 103)	(N = 104)	(N = 103)
9. (cont'd)				
b) If your answer to 9a is "Yes", what kind of information does your application form call for?				
The position wanted		91.3	98.1	95.2
Personal data - e.g., age, marital status		98.1	99.0	100.0
Education - e.g., institutions attended, major and minor subjects, degree held		99.0	100.0	100.0
Experience - e.g., school, position, dates and other types of work experience		96.1	99.0	100.0
Travel		34.9	27.9	32.0
Statement of interests - e.g., dramatics, musical, athletic, etc		89.3	88.5	92.2
References		95.2	96.2	94.2
Other		6.8	7.7	12.6
No response		1.0	0	0
10. How many years of preparation beyond high school graduation are required for initial appointments as a classroom teacher? (Indicate the minimum number of years required after each level of teaching.)				
	Years			
Elementary School	2	2.9	3.8	4.8
	3	3.9	2.9	1.9
	4	90.3	86.5	92.2
	5	0	2.9	0
No response		2.9	3.8	1.0
Junior High School	2	1.0	0	0
	3	1.9	0	0
	4	92.2	91.4	98.1
	5	2.9	4.8	1.0
No response		1.9	3.8	1.0
Senior High School	3	1.9	0	0
	4	90.3	80.8	89.3
	5	6.8	16.4	10.7
No response		1.0	2.9	0

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate Low (N = 103)	 Medium (N = 104)	 High (N = 103)
11. References regarding candidates are usually requested from:			
College or university professors	93.2	94.2	95.2
Former education employers	95.2	98.1	98.1
Former non-educational employers	65.1	66.4	49.5
Friends of the candidate	33.0	25.0	18.4
Other	11.6	11.5	15.5
References are not used in selecting teachers.	1.9	0	0
No response	0	1.0	1.9
12. Follow-up of references is usually made by:			
Contacting the recommender by telephone	68.0	62.5	69.9
Face-to-face interview with recommender	28.2	14.4	21.4
Further written communication with recommender	67.0	60.6	60.2
Other	0	0	0
References are not followed-up	12.6	21.2	13.6
No response	3.9	3.8	1.9
13. Do you require candidates to take a physical examination?			
Yes	66.0	62.5	54.4
No	32.0	36.5	43.7
No response	1.9	1.0	1.9
If "Yes", who may give the examination?			
The school system physician	21.4	13.5	11.6
A physician approved by the Board of Education	7.8	7.7	6.8
Any licensed physician	47.6	52.9	44.7
An examiner other than a licensed physician	1.0	0	0
No response	34.0	37.5	44.7
14. Do you interview candidates for appointment to your school system?			
Yes	100.0	100.0	100.0
No	0	0	0

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate		
	Low (N = 103)	Medium (N = 104)	High (N = 103)
14. (cont'd)			
If "Yes", does one individual interview him or does a committee interview him?			
One individual	43.9	53.2	62.1
A committee	56.1	46.8	37.9
If one individual, which one of the following:			
Superintendent	4.1	2.8	1.0
Director of Personnel or a member of his staff	28.6	37.6	49.5
Director of Elementary or Secondary Education	7.1	5.5	4.9
Principal	4.1	4.6	6.8
Assistant Principal	1.0	0	0
Subject matter specialist other than classroom teacher	0	0	0
Supervisor	0	0	0
Department chairman	0	0	0
Classroom teacher	0	0	0
Member of the Board of Education	0	0	0
Other	0	0	0
No response	56.1	46.8	37.9
If a committee			
Superintendent	21.4	14.7	13.6
Director of Personnel or a member of his staff	28.6	31.2	35.9
Director of Elementary or Secondary Education	26.5	29.4	20.4
Principal	39.8	43.1	34.0
Assistant Principal	12.2	7.3	5.8
Subject matter specialist other than classroom teacher	16.3	10.1	11.7
Supervisor	34.7	22.9	18.4
Department chairman	12.2	16.5	9.7
Classroom teacher	7.1	2.8	2.9
Member of the Board of Education	2.0	0	0
Other	6.1	4.6	4.9
No response	43.9	53.2	62.1

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate		
	Low (N = 103)	Medium (N = 104)	High (N = 103)
15. Which characteristics of a candidate are rated by means of an interview?			
Ability in the subject matter that the candidate proposes to teach	76.7	71.2	67.0
Personal appearance	95.2	99.0	100.0
Speech	94.2	98.1	98.1
Logical thinking	75.7	73.1	75.7
Extent of cultural background	74.8	78.8	74.8
Extent of community contacts	54.4	38.5	46.7
Attitudes towards his work	90.3	93.3	96.1
Extent of outside interests	67.0	65.4	66.0
Knowledge of current affairs	52.4	43.3	46.6
Philosophy of education	81.6	84.6	89.3
Potentialities for professional growth	81.6	75.0	82.5
Interest in children and/or youth	92.2	92.3	87.4
Extent of democratic outlook	44.7	53.8	51.5
Other	12.6	14.4	18.4
16. Which of the following are used in recording results of interviews of candidates?			
Check list	27.2	31.7	24.3
Rating scale	30.1	34.6	34.0
"Aid-to-interview" blank	24.3	27.9	35.9
Other	20.4	11.5	16.5
Written score of an interview is not made	23.3	18.3	12.6
No response	3.9	1.9	1.9
17. Are candidates reimbursed for expenses incurred in personal interview?			
Usually	0	1.0	0
Sometimes	6.8	4.8	3.9
Rarely	16.5	23.1	33.0
Never	73.8	70.2	60.2
No response	2.9	1.0	2.9

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate Low (N = 103)	 Medium (N = 104)	 High (N = 103)
18. Is a classroom observation of a local candidate made?			
Usually	18.4	9.6	10.7
Sometimes	42.7	33.6	30.1
Rarely	21.4	36.5	40.8
Never	14.6	14.4	12.6
No response	2.9	5.8	5.8
19. Is a classroom observation made of a candidate outside of a 25 mile radius of your school system?			
Usually	2.9	1.0	1.0
Sometimes	21.4	14.4	17.5
Rarely	35.9	36.5	36.9
Never	37.9	46.2	40.8
No response	1.9	1.9	3.9
20. Are eligibility lists used in the selection of teachers?			
Yes	30.1	18.3	19.4
No	65.1	76.0	75.7
No response	4.8	5.8	4.8
If "Yes", which of the following practices are in effect in regard to use of eligibility lists?			
Lists are rated (candidates are ranked from highest to lowest within their various classifications.)	18.4	8.6	8.7
Lists are unrated (contain the names of approved candidates, with no preferential rating)	9.7	8.6	8.7
Candidates are given assignment preferences as a result of higher ranking	9.7	2.9	6.8
Eligibility lists are made public	4.8	1.9	1.9
Appointments are made from the list in descending order	13.6	7.7	3.9
No response	68.9	82.7	78.6

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate		
	Low	Medium	High
	(N = 103)	(N = 104)	(N = 103)
21. Are appeals (from the decision of the selecting authority) considered?			
Yes	21.4	16.4	10.7
No	67.0	70.2	70.9
No response	11.6	13.5	18.4
If "Yes", please answer the following: Appeals procedures are:			
Set forth in writing	1.9	1.9	1.0
Readily available to candidates in writing	1.0	1.9	0
Not in writing	18.4	12.5	10.7
No response	78.7	83.7	88.4
22. An active search for candidates is made within a radius of approximately:			
25 miles	6.8	2.9	1.9
50 miles	7.8	4.8	2.9
100 miles	22.3	14.4	10.7
300 miles	30.1	31.7	16.5
500 miles	14.6	17.3	30.1
1000 miles	6.8	9.6	15.5
over 1000 miles	9.7	17.3	18.4
No response	1.9	1.9	3.9
23. Of the number of teachers selected yearly, what is the approximate percent that come from outside a 25 mile radius of your school system?			
0-1 percent	4.8	1.0	1.9
2-4%	4.8	0	0
5-9%	8.7	2.9	3.9
10-14%	10.7	5.8	1.9
15-19%	5.8	6.7	3.9
20-24%	9.7	2.9	2.9
25-29%	7.8	6.7	6.8
30-39%	14.6	16.4	16.5
40% and over	33.0	55.8	60.2
No response	0	1.9	1.9

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate		
	Low (N = 103)	Medium (N = 104)	High (N = 103)
24. Of the number of teachers selected yearly, what is approximate percent that were obtained as a result of direct recruitment outside a 25 mile radius of your school system?			
0 percent	11.6	3.8	5.8
1-2%	11.6	6.7	1.9
3-4%	12.6	3.8	3.9
5-9%	6.8	7.7	5.8
10-14%	14.6	9.6	12.6
15-19%	8.7	6.7	8.7
20-24%	2.9	8.6	8.7
25-29%	4.8	10.6	14.6
30% and over	20.4	34.6	34.0
No response	5.8	7.7	3.9
25. Is a candidate required to give evidence of state certification for a position for which he is being considered?			
Yes	95.2	86.5	76.7
No	4.8	13.5	21.4
No response	0	0	1.9
26. Do you request that you be furnished with copies of transcripts of a candidate's professional preparation?			
Yes	83.5	89.4	84.5
No	13.6	8.6	13.6
No response	2.9	1.9	1.9
27. a) Do you have an official (or officials) that administer(s) written examinations to candidates for teaching positions?			
Yes	13.6	2.9	1.9
No	86.4	96.2	97.1
No response	0	1.0	1.0

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate		
	Low (N = 103)	Medium (N = 104)	High (N = 103)
27. (cont'd)			
b) If your answer to 27a is "Yes", please answer the following: The members of the examining body are selected:			
By the Superintendent, without examination....	2.9	2.9	1.0
On the basis of an examination developed by the school system..............................	1.0	0	1.0
On the basis of a civil service type examination...	1.0	1.0	1.0
Other..	6.8	0	1.0
No response....................................	88.4	96.2	97.1
28. If your answer to item 27a is "Yes", please answer the following: Which of the following statements best describes the role of the examining body in regard to the selection of teachers?			
Administers written examination only..........	6.8	1.0	1.0
Has complete control of all features of the examination of candidates and the preparation of eligibility lists...................	1.9	0	0
Has complete control of the examination of candidates, prepares eligibility lists and administers the pre-employment investigation.	3.9	2.9	1.0
No response....................................	87.4	96.2	98.1
29. Is a candidate permitted to apply the passing parts of a previous examination, which he failed, to a current examination for the same license?			
Yes..	3.9	1.0	0
No...	6.8	3.8	2.9
No response....................................	89.3	95.2	97.1

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate		
	Low (N = 103)	Medium (N = 104)	High (N = 103)
30. Have interviewers of candidates been given training in the interview process?			
Almost always	35.9	38.5	39.8
Usually	24.3	25.0	29.1
About half the time	2.9	0	1.9
Occasionally	16.5	14.4	12.6
Almost never	14.6	18.3	13.6
No response	5.8	3.8	2.9
31. How much time is generally allotted for each interview?			
5 minutes	0	0	0
10 minutes	0	2.9	1.0
15 minutes	14.6	3.8	8.7
20-30 minutes	48.5	56.7	60.2
30-45 minutes	23.3	23.1	21.4
45-60 minutes	2.9	6.7	5.8
over 1 hour	7.8	2.9	1.0
No response	2.9	3.8	1.9
32. How many classroom observations are generally made of a candidate?			
0	51.5	64.4	62.1
1	23.3	22.1	16.5
2	8.7	2.9	6.8
3	3.9	0	0
more than 3	1.9	1.9	1.0
No response	10.7	8.7	13.6
33. Is the selection process articulated with the senior year in Teacher-Training institutions so that prospective teachers can enter regular teaching positions upon graduation or very shortly thereafter?			
Yes	92.2	94.2	92.2
No	6.8	4.8	5.8
No response	1.0	1.0	1.9

(Table continued on next page)

TABLE 8 (continued)

Item	Teacher Selection Rate Low (N = 103)	Teacher Selection Rate Medium (N = 104)	Teacher Selection Rate High (N = 103)
34. By which month are most candidates who will assume their positions in September notified of their selection?			
January	0	0	0
February	1.0	1.9	1.0
March	6.8	0	6.8
April	14.6	15.4	21.4
May	33.0	39.4	35.9
June	24.3	24.0	20.4
July	18.4	11.5	8.7
August	1.0	2.9	1.9
No response	1.0	4.8	3.9
35. How many times may a candidate decline an appointment before he is removed from further consideration for any future appointments?			
0	6.8	2.9	4.8
1	29.1	25.0	18.4
2	12.6	11.5	14.6
3	1.9	2.9	4.8
Unlimited number of times	27.2	36.5	27.2
Other	16.5	18.3	15.5
No response	5.8	2.9	14.6

TABLE 9

Percentage of School Systems With Low, Medium or High Teacher-Pupil Indexes Which Responded to Specific Items of the Teacher Selection Questionnaire

Item	Teacher-Pupil Index		
	Low (N = 106)	Medium (N = 107)	High (N = 106)
1. An analysis of existing staff resources is made in terms of:			
Age	72.6	63.6	63.2
Amount of professional preparation	84.0	77.6	78.3
Amount of teaching experience	79.2	73.8	74.5
Special skills	63.2	57.0	53.8
Other	20.8	15.9	13.2
If a staff analysis is not made, check this alternative	11.3	16.8	17.0
No response[a]	3.8	3.7	2.8
2. Data regarding individual staff members are maintained by means of:			
Personnel folders	97.2	92.5	96.2
IBM or other data processing system	33.0	17.7	36.8
Index cards	34.0	36.4	50.0
Other	5.7	4.7	6.6
Data on existing staff resources are not maintained	0	1.9	0
No response	0.9	3.7	0
3. a) Are job descriptions generally prepared for teaching vacancies?			
Yes	25.5	16.8	27.4
No	71.7	81.3	69.8
No response	2.8	1.9	2.8
b) Do you use specific job description forms in your system?			
Yes	5.7	3.7	5.7
No	89.6	93.5	90.6
No response	4.7	2.8	3.8

Note: Items on which the sum of all responses exceeds 100% are those on which the respondents gave more than one response.

[a] No response was given to any alternative of the questionnaire item.

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index Low (N = 106)	Medium (N = 107)	High (N = 106)
3. (cont'd)			
c) If your answer to 3a or 3b is "Yes", which pieces of information are typically included in the job descriptions?			
Grade and/or subject to be taught	21.7	15.0	25.5
Characteristics of pupils	7.6	4.7	10.4
Amount of professional preparation required	18.9	15.0	26.4
Specific competencies required	17.0	12.2	22.6
Personal characteristics desired	10.4	10.3	9.4
Teaching certificate required	17.9	16.8	22.6
Physical working conditions	9.4	4.7	13.2
Salary range	18.9	13.1	24.5
Other	0	0.9	0.9
No response	76.4	83.2	73.6
4. Which resources are used in recruiting applicants?			
Placement bureaus of teachers colleges, liberal arts colleges, universities	94.3	96.3	96.2
Commercial teachers agencies	23.6	32.7	57.6
State Department of Education	26.4	39.2	34.9
State Teachers Association	33.0	31.8	26.4
Application sent in voluntarily by applicants	97.2	93.5	93.4
Direct recruitment on campuses of teachers colleges and universities	83.0	82.2	90.6
Published announcements of positions to be filled	31.1	39.2	41.5
Other	1.9	3.7	6.6
No response	0	0.9	0
5. a) Do you give examinations as part of your selection process?			
Yes	13.2	16.8	7.6
No	86.8	83.2	92.4
b) If your answer to 5a is "Yes", please answer the following: Do you issue examination announcements for teaching positions?			

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index Low (N = 106)	 Medium (N = 107)	 High (N = 106)
5. B) (cont'd)			
Yes	10.4	11.2	5.7
No	0	1.9	0.9
No response	89.6	86.9	93.4
c) If your answer to 5b is "Yes", please answer the following: Examination announcements:			
Are given to an applicant at his request	7.6	6.5	3.8
Are sent to an applicant as a result of a formal application previously filed	8.5	6.5	2.8
Can be consulted by the applicant on the bulletin board of a college or university placement bureau	7.6	7.5	3.8
Can be consulted by the applicant, in whole or in part, in the public or private school	6.6	5.6	4.7
Can be consulted by the applicant through the cooperation of some professional organization to which the announcement has been sent	3.8	1.9	1.9
Other	0	1.9	0.9
No response	90.6	89.7	95.3
6. What kinds of examinations are normally used in the selection of teachers?			
National teachers examinations	12.3	11.2	5.7
Locally prepared essay questions	4.7	3.7	1.9
Locally prepared test for each subject area	3.8	0.9	1.9
Teaching performance test for elementary candidates	0	0	1.9
Psychological or personality examinations or inventories	0.9	0.9	0.9
Oral examination to discover competence of the candidate in the area for which he is applying	9.4	2.8	2.8
Speech examination	1.9	0	0
Teaching performance test for secondary candidates	0	0	1.9
Other	1.9	2.8	0
No response	84.9	84.1	92.4

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index		
	Low	Medium	High
	(N = 106)	(N = 107)	(N = 106)
7. Prospective candidates are given information regarding your system by means of:			
A brochure	75.5	70.1	75.5
Films	8.5	2.8	2.8
Recruitment officials' statements	90.6	97.2	93.4
Other	11.3	13.1	16.0
No response	4.7	1.9	5.7
8. a) Do you make teacher selections beyond a 25 mile radius of your school system?			
Yes	95.3	98.1	94.3
No	3.8	1.9	3.8
No response	0.9	0	1.9
b) If your answer to 8a is "Yes", please answer the following: Which individuals are typically directly involved in the selection of teachers outside a 25 mile radius of your school system?			
Superintendent of Schools	34.0	38.3	29.2
Director of Personnel or member of his staff	80.2	73.8	74.5
Principal	42.4	43.9	37.7
Assistant Principal	12.3	14.0	7.6
Subject matter specialist other than classroom teacher	14.2	21.5	16.0
Supervisor	21.7	31.8	29.2
Department chairman	5.7	11.2	9.4
Classroom teacher	2.8	4.7	2.8
Director of Elementary or Secondary Education	25.5	32.7	37.7
Other	8.5	6.5	13.2
No response	5.7	1.9	6.6
9. a) Do you use an application form in selecting teachers?			
Yes	100.0	100.0	99.1
No	0	0	0.9

(Table continued on next page)

TABLE 9 (continued)

Item		Teacher-Pupil Index		
		Low	Medium	High
		(N = 106)	(N = 107)	(N = 106)
9. (cont'd)				
b) If your answer to 9a is "Yes", what kind of information does your application form call for?				
The position wanted		95.3	92.5	97.2
Personal data - e.g., age, marital status		99.1	99.1	99.1
Education - e.g., institutions attended, major and minor subjects, degree held		100.0	100.0	99.1
Experience - e.g., school, position, dates and other types of work experience		97.2	100.0	98.1
Travel		29.2	27.1	38.7
Statement of interests - e.g., dramatics, musical, athletic, etc		84.0	92.5	91.5
References		93.4	95.3	96.2
Other		11.3	13.1	3.8
No response		0	0	0.9
10. How many years of preparation beyond high school graduation are required for initial appointments as a classroom teacher? (Indicate the minimum number of years required after each level of teaching.)				
	Years			
Elementary School	2	3.8	2.8	4.7
	3	5.7	2.8	0
	4	87.7	90.6	91.5
	5	1.9	0	0.9
No response		0.9	3.7	2.8
Junior High School	2	0.9	0	0
	3	0.9	0.9	0
	4	94.3	95.3	92.4
	5	2.8	0.9	4.7
No response		0.9	2.8	2.8
Senior High School	3	0.9	0.9	0
	4	81.1	91.6	87.7
	5	17.9	6.5	9.4
No response		0	0.9	2.8

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index		
	Low	Medium	High
	(N = 106)	(N = 107)	(N = 106)
11. References regarding candidates are usually requested from:			
College or university professors	94.3	90.6	96.2
Former education employers	95.3	97.2	98.1
Former non-educational employers	49.1	60.8	69.8
Friends of the candidate	27.4	28.0	18.9
Other	15.1	11.2	12.3
References are not used in selecting teachers.	0.9	0	0.9
No response	1.9	0.9	0
12. Follow-up of references is usually made by:			
Contacting the recommender by telephone	66.0	66.4	66.0
Face-to-face interview with recommender	18.9	28.0	16.0
Further written communication with recommender	61.3	63.6	63.2
Other	0	0	0
References are not followed-up	15.1	17.8	14.2
No response	3.8	1.9	3.8
13. Do you require candidates to take a physical examination?			
Yes	54.7	67.3	61.3
No	42.4	30.8	38.7
No response	2.8	1.9	0
If "Yes", who may give the examination?			
The school system physician	18.9	9.4	18.9
A physician approved by the Board of Education	3.8	10.3	8.5
Any licensed physician	40.6	53.3	50.0
An examiner other than a licensed physician	1.9	0	0
No response	46.2	32.7	36.8
14. Do you interview candidates for appointment to your school system?			
Yes	100.0	100.0	100.0
No	0	0	0

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index		
	Low	Medium	High
	(N = 106)	(N = 107)	(N = 106)
14. (cont'd)			
If "Yes", does one individual interview him or does a committee interview him?			
One individual	62.6	52.0	43.8
A committee	37.4	48.0	56.2
If one individual, which one of the following:			
Superintendent	2.6	3.0	1.9
Director of Personnel or a member of his staff	45.2	37.0	32.4
Director of Elementary or Secondary Education	7.0	7.0	3.8
Principal	2.6	6.0	7.6
Assistant Principal	0	0	1.0
Subject matter specialist other than classroom teacher	0	0	0
Supervisor	0	0	0
Department chairman	0	0	0
Classroom teacher	0	0	0
Member of the Board of Education	0	0	0
Other	0	2.0	0
No response	37.4	48.0	56.2
If a committee			
Superintendent	13.0	20.0	15.2
Director of Personnel or a member of his staff	26.1	34.0	37.1
Director of Elementary or Secondary Education	18.3	25.0	31.4
Principal	32.2	40.0	44.8
Assistant Principal	7.8	10.0	6.7
Subject matter specialist other than classroom teacher	7.8	13.0	16.2
Supervisor	18.3	25.0	17.1
Department chairman	7.8	12.0	20.0
Classroom teacher	3.5	3.0	5.7
Member of the Board of Education	0	0	1.9
Other	4.3	5.0	4.8
No response	62.6	52.0	43.8

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index Low (N = 106)	 Medium (N = 107)	 High (N = 106)
15. Which characteristics of a candidate are rated by means of an interview?			
Ability in the subject matter that the candidate proposes to teach	65.1	71.0	79.2
Personal appearance	98.1	98.1	98.1
Speech	97.2	99.1	94.3
Logical thinking	75.5	73.8	75.5
Extent of cultural background	76.4	73.8	79.2
Extent of community contacts	42.4	45.8	50.0
Attitudes towards his work	92.4	92.5	95.3
Extent of outside interests	62.3	66.4	68.9
Knowledge of current affairs	42.4	51.4	49.1
Philosophy of education	80.2	87.8	86.8
Potentialities for professional growth	77.4	84.1	75.5
Interest in children and/or youth	84.9	92.5	92.4
Extent of democratic outlook	44.3	52.3	51.9
Other	14.2	13.1	17.9
16. Which of the following are used in recording results of interviews of candidates?			
Check list	34.9	21.5	24.5
Rating scale	36.8	37.4	23.6
"Aid-to-interview" blank	29.2	27.1	33.0
Other	11.3	16.8	18.9
Written score of an interview is not made	19.8	15.0	20.8
No response	1.9	2.8	3.8
17. Are candidates reimbursed for expenses incurred in personal interview?			
Usually	0	0	0.9
Sometimes	3.8	3.7	7.6
Rarely	17.0	30.8	24.5
Never	76.4	63.6	65.1
No response	2.8	1.9	1.9
18. Is a classroom observation of a local candidate made?			
Usually	6.6	10.3	20.8
Sometimes	32.1	37.4	37.7

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index		
	Low	Medium	High
	(N = 106)	(N = 107)	(N = 106)
18. (cont'd)			
Rarely	36.8	35.5	26.4
Never	17.0	13.1	11.3
No response	7.5	3.7	3.8
19. Is a classroom observation made of a candidate outside of a 25 mile radius of your school system?			
Usually	1.9	0.9	1.9
Sometimes	12.3	15.9	23.6
Rarely	32.1	43.9	34.0
Never	50.0	36.4	38.7
No response	3.8	2.8	1.9
20. Are eligibility lists used in the selection of teachers?			
Yes	25.5	29.0	15.1
No	67.9	65.4	82.1
No response	6.6	5.6	2.8
If "Yes", which of the following practices are in effect in regard to use of eligibility lists?			
Lists are rated (candidates are ranked from highest to lowest within their various classifications.)	14.2	15.9	7.6
Lists are unrated (contain the names of approved candidates, with no preferential rating)	10.4	10.3	6.6
Candidates are given assignment preferences as a result of higher ranking	7.6	7.5	4.7
Eligibility lists are made public	5.7	0.9	3.8
Appointments are made from the list in descending order	11.3	6.5	8.5
No response	73.6	72.0	83.0

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index		
	Low (N = 106)	Medium (N = 107)	High (N = 106)
21. Are appeals (from the decision of the selecting authority) considered?			
Yes	20.8	15.0	11.3
No	62.3	69.2	77.4
No response	17.0	15.9	11.3
If "Yes", please answer the following: Appeals procedures are:			
Set forth in writing	1.9	1.9	0.9
Readily available to candidates in writing	1.9	0	0.9
Not in writing	17.9	13.1	9.4
No response	78.3	85.1	88.8
22. An active search for candidates is made within a radius of approximately:			
25 miles	1.9	4.7	4.7
50 miles	3.8	5.6	5.7
100 miles	18.9	19.6	10.4
300 miles	25.5	20.6	31.1
500 miles	19.8	24.3	18.9
1000 miles	8.5	11.2	12.3
over 1000 miles	19.8	11.2	14.2
No response	1.9	2.8	2.8
23. Of the number of teachers selected yearly, what is the approximate percent that come from outside a 25 mile radius of your school system?			
0-1 percent	1.9	3.7	1.9
2-4%	1.9	1.9	0.9
5-9%	6.6	4.7	4.7
10-14%	6.6	4.7	6.6
15-19%	4.7	3.7	7.6
20-24%	1.9	5.6	7.6
25-29%	12.3	6.5	4.7
30-39%	14.2	15.9	17.0
40% and over	46.2	52.3	49.1
No response	3.8	0.9	0

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index		
	Low	Medium	High
	(N = 106)	(N = 107)	(N = 106)
24. Of the number of teachers selected yearly, what is approximate percent that were obtained as a result of direct recruitment outside a 25 mile radius of your school system?			
0 percent	6.6	6.5	7.6
1-2%	6.6	9.4	5.7
3-4%	2.8	5.6	11.3
5-9%	4.7	4.7	10.4
10-14%	17.0	9.4	11.3
15-19%	5.7	10.3	8.5
20-24%	7.6	6.5	5.7
25-29%	12.3	11.2	7.6
30% and over	29.2	29.0	29.2
No response	7.6	7.5	2.8
25. Is a candidate required to give evidence of state certification for a position for which he is being considered?			
Yes	82.1	87.8	87.7
No	16.0	12.2	12.3
No response	1.9	0	0
26. Do you request that you be furnished with copies of transcripts of a candidate's professional preparation?			
Yes	75.5	89.7	91.5
No	19.8	10.3	6.6
No response	4.7	0	1.9
27. a) Do you have an official (or officials) that administer(s) written examinations to candidates for teaching positions?			
Yes	8.5	6.5	4.7
No	90.6	92.5	95.3
No response	0.9	0.9	0

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index		
	Low (N = 106)	Medium (N = 107)	High (N = 106)
27. (cont'd)			
b) If your answer to 27a is "Yes", please answer the following: The members of the examining body are selected:			
By the Superintendent, without examination....	3.8	2.8	0
On the basis of an examination developed by the school system..............................	1.9	0.9	0
On the basis of a civil service type examination..	1.9	0	1.9
Other..	3.8	2.8	1.9
No response..................................	90.6	93.5	96.2
28. If your answer to item 27a is "Yes", please answer the following: Which of the following statements best describes the role of the examining body in regard to the selection of teachers?			
Administers written examination only..........	2.8	4.7	0.9
Has complete control of all features of the examination of candidates and the preparation of eligibility lists..........................	1.9	0	0
Has complete control of the examination of candidates, prepares eligibility lists and administers the pre-employment investigation.	4.7	1.9	2.8
No response..................................	90.6	93.5	96.2
29. Is a candidate permitted to apply the passing parts of a previous examination, which he failed, to a current examination for the same license?			
Yes..	3.8	0.9	0.9
No...	5.7	5.6	2.8
No response..................................	90.6	93.5	96.2
30. Have interviewers of candidates been given training in the interview process?			
Almost always................................	42.4	43.0	27.4

(Table continued on next page)

TABLE 9 (continued)

I t e m	Teacher-Pupil Index		
	Low (N = 106)	Medium (N = 107)	High (N = 106)
30. (cont'd)			
Usually	23.6	25.2	30.2
About half the time	2.8	2.8	0
Occasionally	13.2	14.0	16.0
Almost never	14.2	13.1	19.8
No response	3.8	1.9	6.6
31. How much time is generally allotted for each interview?			
5 minutes	0	0	0
10 minutes	1.9	1.9	0.9
15 minutes	8.5	15.0	2.8
20-30 minutes	57.6	57.0	50.0
30-45 minutes	17.9	16.8	34.0
45-60 minutes	5.7	3.7	6.6
over 1 hour	2.8	4.7	4.7
No response	5.6	0.9	0.9
32. How many classroom observations are generally made of a candidate?			
0	63.2	62.6	50.9
1	17.9	15.0	28.3
2	5.7	7.5	5.7
3	0	1.9	1.9
more than 3	1.9	0	3.8
No response	11.3	13.1	9.4
33. Is the selection process articulated with the senior year in Teacher-Training institutions so that prospective teachers can enter regular teaching positions upon graduation or very shortly thereafter?			
Yes	92.4	94.4	92.4
No	5.7	4.7	6.6
No response	1.9	0.9	0.9

(Table continued on next page)

TABLE 9 (continued)

Item	Teacher-Pupil Index Low (N = 106)	Teacher-Pupil Index Medium (N = 107)	Teacher-Pupil Index High (N = 106)
34. By which month are most candidates who will assume their positions in September notified of their selection?			
January	0	0	0
February	0.9	0.9	1.9
March	4.7	4.7	4.7
April	14.2	20.6	17.9
May	34.0	31.9	39.6
June	23.6	25.2	19.8
July	17.9	13.1	9.4
August	2.8	0.9	1.9
No response	1.9	2.8	4.7
35. How many times may a candidate decline an appointment before he is removed from further consideration for any future appointments?			
0	2.8	3.7	7.6
1	22.6	21.5	28.3
2	10.4	13.1	16.0
3	4.7	0.9	3.8
Unlimited number of times	30.2	34.6	23.6
Other	17.9	20.6	13.2
No response	11.3	5.6	7.6

TABLE 10

Responses to the Alternative "Other" on Items of the Teacher Selection Questionnaire (N = 320)

Item No.	Response	N
1.	An analysis of existing staff resources is made in terms of:	
	Sex	12
	Personality	7
	Institution where training was obtained	3
	Certification (type and field)	4
	Special interests	4
	Salary	4
	Marital status	1
	Professional attitude	2
	Geographic area	1
	Physical fitness	1
	No. hours in subject area	1
	Special minors	1
	Quality of teaching experience	1
	Subjects and grades taught	1
	Potential for professional growth	2
	Grade on NTE	1
	Misassignment	1
	Year of retirement	1
	Teaching load	1
	Type of contract	1
	Willingness to accept a reasonable extra-curricular assignment	1
	Teaching experience in system	3
2.	Data regarding individual staff members are maintained by means of:	
	Kardex file	6
	Rotary file	1
	Visible card file	1
	Tray file	1
	McBee card system	6
	Special forms	1
	Interest inventory relative to personnel work	1
	Permanent record	3
	Reference forms	2
	License cards	1
	Payroll listing by school and department/salary cards	5
	Eligibility assignment record	1
	Information sheets	2
	Election list	1

(Table continued on next page)

TABLE 10 (continued)

Item No.	Response	N
3. c)	If job descriptions are generally prepared, which pieces of information are typically included?	
	Information about community (objectives, characteristics, resources, cost of living, etc.)	3
	GS rating	1
	Curriculum content	1
	Special activities to be sponsored	1
4.	Which resources are used in recruiting applicants?	
	Recommendations of present staff	17
	Newspapers	4
	U.S. employment service	3
	State employment service	3
	Recruitment of student teachers in system	2
	Former classmates	1
	State Federation of Teachers Placement Service	1
	Advertisements in professional magazines	1
	Referrals from other local districts	1
	Voluntary applications	1
	Recruitment material sent to potential applicants	1
	District/area listings	1
	Correspondence	1
	Personal visits to educational departments of colleges	2
	Personal visits to college deans	1
	Special mailing lists	1
	Private teacher agencies	1
	At conferences (e.g., ASCD)	1
5. c)	Examination announcements are:	
	Placed in newspapers	1
	Placed in news media	2
	Sent to 150 colleges and universities	1
6.	What kinds of examinations are normally used in the selection of teachers?	
	GRE aptitude	2
	Commercially available tests (reading, arithmetic, English usage)	1
	MMPI	1
	Practical examinations where warranted	1
	Physical examinations (hearing tests)	1
	Locally prepared psychological/personality examinations	1

(Table continued on next page)

TABLE 10 (continued)

Item No.	Response	N
7.	Prospective candidates are given information regarding your system by means of:	
	Letters (correspondence)	15
	Album of photographs	7
	Chamber of commerce brochure	4
	Personal visits (in person recruitment)	8
	Phone calls	4
	Board of Education publication	3
	Slides of schools (viewmaster)	3
	Salary schedule	6
	Orally during interviews	7
	Guided tours	3
	Classroom visits	1
	Tapes	1
	Staff contacts	4
	Newspapers	1
	Job description	1
	Information leaflets	6
	Superintendent's annual report	1
8. b)	If teacher selection is made beyond 25 mile radius of school system, which individuals are typically involved?	
	Assistant (deputy) superintendent	28
	Coordinator of elementary/secondary education	2
	Director of special services	1
	Director of instruction	1
	Board of Examiners and staff	2
	Directors of various departments	1
9. b)	What kind of information does your application form call for?	
	Military experience	19
	Social security number	3
	Photograph	4
	Statement of philosophy	10
	Certification status (kind of teaching certificate)	20
	Professional organizations	4
	Number of books in personal library	2
	Health status	4
	Honors and awards	1
	Publications	1
	Score on NTE	1
	Loyalty oath	4
	College transcripts	3

(Table continued on next page)

TABLE 10 (continued)

Item No.	Response	N
9. b) (cont'd)		
	Present salary	1
	Avocational interests	1
	Reasons for teaching	1
	Autobiography	2
	Medical certificate	3
	Student teaching assignments	4
	Police record (statement of violation of federal/state laws)	5
	Major and minor teaching fields	1
	Philosophy courses currently enrolled in	1
	Extra-curricular activities	1
	Race	1
	Religion	1
	Credit rating	1
11.	References regarding candidates are usually requested from:	
	College placement office	19
	Supervisor of student teaching (critic teacher)	22
	Minister	3
	Community leaders unrelated to candidate	3
	Social worker	1
	Two responsible persons other than family	1
	Credit agencies	2
	Master teacher	4
14.	Which one individual interviews candidate?	
	Assistant Superintendent	27
	Director of Instruction	2
	Director of Special Services	2
	Director of Student Personnel and Guidance	1
	Which individuals serve on the interview committee?	
	Board of Examiners	4
	Assistant Superintendent	3
	Member of Curriculum Department	1
	Deputy Superintendent	1
	Assistant Director of Personnel	1
	Recruiter	1
	Varies	9

(Table continued on next page)

TABLE 10 (continued)

Item No.	Response	N
15.	Which characteristics of a candidate are rated by means of an interview?	
	Health (evidence of)	3
	Emotional stability	6
	Personality	6
	Discipline, potential for understanding	2
	Ability to establish rapport	5
	Enthusiasm	2
	Scholarship	2
	Understanding of teaching techniques	3
	Reasons for teaching	4
	Suitability to fit into environment	3
	Extent of community interest	2
	Interest and knowledge of current educational research and experimental programs	1
	Family background	1
	Types of professional teaching experience	1
	Professional objectives	1
	Attitude toward previous positions	2
	Special competencies (e.g., music, art)	1
	Intelligence (mental alertness)	3
	Attitude toward supervisory help	1
	Attitudes toward working with different racial and socio-economic groups	2
	Teaching ability in subject matter candidate proposes to teach	1
	Knowledge of child growth and development	2
16.	Which of the following are used in recording results on interviews of candidates?	
	Memorandum of interview is written	24
	Notes are made on the application form	16
	Personal interests inventory and profile sheet	2
	Interview cards	3
	Written log	1
	Evaluation sheet	1
	Tape recorder	1

(Table continued on next page)

TABLE 10 (continued)

Item No.	Response	N
27. b)	Members of the examining body are selected:	
	by State Department of Education	1
	by Assistant Director of Personnel	2
	Chief examiner is selected by an established process; members of his board by nomination to Superintendent and Board of Education	1
35.	How many times may a candidate decline an appointment before he is removed from further consideration for any future appointments?	
	Depends on reasons	19
	Unlimited, as long as candidate is within time limit (2-5 years)	4
	Depends on circumstances (quality of applicant and/or need)	12
	No policy exists	27
	Candidate is removed by own request	2
	Temporary teachers are dropped as candidates if they refuse initial appointment; probationary candidates drop to the bottom of the rated and ranked list	1

APPENDIX B

List of School Systems Included in Study

Stratum 1 (3,000 or more teachers)

CALIFORNIA

Los Angeles
San Diego
San Francisco

DISTRICT OF COLUMBIA

Washington

COLORADO

Denver

FLORIDA

Dade Co., Miami
Duval Co., Jacksonville
Hillsborough Co., Tampa

GEORGIA

Atlanta

HAWAII, STATE OF

ILLINOIS

Chicago

INDIANA

Indianapolis

LOUISIANA

New Orleans

MARYLAND

Baltimore
Baltimore Co., Towson
Montgomery Co., Rockville
Prince Georges Co.

MASSACHUSETTS

Boston

MICHIGAN

Detroit

MISSOURI

St. Louis

NEW YORK

New York

OHIO

Columbus

PENNSYLVANIA

Philadelphia

TENNESSEE

Memphis

TEXAS

Dallas
Houston

Stratum 1 (cont'd)

WASHINGTON

Seattle

WISCONSIN

Milwaukee

Stratum 2 (1,400-2,999 teachers)

ALABAMA

Birmingham
Jefferson Co. (excl. Birmingham)
Mobile

ARIZONA

Tucson

CALIFORNIA

Long Beach
Oakland
Sacramento
San Juan District
Fresno

COLORADO

Jefferson Co., Lakewood

FLORIDA

Broward Co., Ft. Lauderdale
Orange Co., Orlando
Pinellas Co., Clearwater
Escambia Co., Pensacola
Palm Beach Co.
Polk Co., Bartow

INDIANA

Gary

IOWA

Des Moines

KANSAS

Wichita

KENTUCKY

Louisville
Jefferson Co. (excl. Louisville)

LOUISIANA

Caddo Parish, Shreveport
East Baton Rouge, Parish

MARYLAND

Anne Arundel Co.

MINNESOTA

Minneapolis
St. Paul

MISSOURI

Kansas City

NEBRASKA

Omaha

NEW JERSEY

Newark

Stratum 2 (cont'd)

NEW MEXICO

Albuquerque

NEW YORK

Buffalo
Rochester

NORTH CAROLINA

Mecklenburg Co., Charlotte
Forsyth Co., Winston-Salem

OHIO

Akron
Cincinnati
Dayton
Toledo

OKLAHOMA

Oklahoma City

OREGON

Portland

PENNSYLVANIA

Pittsburgh

SOUTH CAROLINA

Greenville Co.

TEXAS

El Paso
Fort Worth
San Antonio
Austin
Corpus Christi

VIRGINIA

Fairfax Co.
Norfolk
Richmond

TENNESSEE

Davidson Co.

UTAH

Granite Dist.
Salt Lake City

WEST VIRGINIA

Kanawha Co., Charleston

Stratum 3 (800-1,399 teachers)

ALABAMA

Montgomery Co.

ARIZONA

Scottsdale Dist., Phoenix

ARKANSAS

Little Rock

CALIFORNIA

Mt. Diablo, Concord
Pasadena
Richmond
San Bernardino
San Jose
Torrance
Riverside

COLORADO

Pueblo

Stratum 3 (cont'd)

CONNECTICUT

Hartford
New Haven

FLORIDA

Brevard Co., Titusville
Volursia Co.

GEORGIA

Bibb Co., Macon
Cobb Co.
Muscogee Co., Columbus
Chatham Co., Savannah

ILLINOIS

Rockford
Decatur
Springfield

INDIANA

Vigo Co., Terre Haute
Evansville
Fort Wayne
Hammond
South Bend

IOWA

Cedar Rapids
Sioux City

KANSAS

Topeka

LOUISIANA

Calcasieu Parish
Rapides Parish, Alexandria
St. Landry Parish, Chalmette

MASSACHUSETTS

Springfield
Worcester

MICHIGAN

Dearborn
Flint
Grand Rapids
Lansing
Livonia
Pontiac
Saginaw

MINNESOTA

Duluth

MISSISSIPPI

Jackson

MISSOURI

Springfield

NEBRASKA

Lincoln

NEVADA

Washoe Co., Reno

NEW JERSEY

Jersey City

NEW YORK

Niagara Falls
Kenmore
Syracuse
Yonkers

Stratum 3 (cont'd)

NORTH CAROLINA

Greensboro
Guilford Co.

OHIO

Youngstown
Canton

PENNSYLVANIA

Erie

RHODE ISLAND

Providence

SOUTH CAROLINA

Columbia

TENNESSEE

Chattanooga
Hamilton Co.
Knoxville
Nashville
Shelby Co.

TEXAS

Amarillo
Lubbock
Pasadena
Spring Branch Dist., Houston

VIRGINIA

Henrico Co., Richmond
Virginia Beach
Chesapeake Schs., Great Bridge
Portsmouth

WASHINGTON

Spokane
Tacoma
Highline

WEST VIRGINIA

Cabell Co., Huntington
Raleigh Co., Beckley

WISCONSIN

Madison
Racine

Stratum 4 (600-799 teachers)

CALIFORNIA

Berkeley
Downey
Glendale
Montebello
Palo Alto
Santa Ana

COLORADO

Boulder Valley, Boulder

CONNECTICUT

Stamford

DELAWARE

Wilmington

FLORIDA

Alachua Co., Gainesville

Stratum 4 (cont'd)

IDAHO

Boise

ILLINOIS

East St. Louis
Peoria

IOWA

Davenport

KANSAS

Kansas City

KENTUCKY

Fayette Co., Lexington
Pike Co., Pikesville

LOUISIANA

Lafayette Parish
Ouachita Parish

MARYLAND

Allegany Co., Cumberland
Frederick Co.
Harford Co., Bel Air
Washington Co., Hagerstown

MASSACHUSETTS

New Bedford
Newton
Quincy

MICHIGAN

Ann Arbor
Kalamazoo
Royal Oak

MINNESOTA

Robbinsdale

NEW JERSEY

Camden
Elizabeth
Trenton
Woodbridge Twp.

NEW YORK

Binghamton
East Meadow
Hicksville
Levittown
New Rochelle
Utica
Valley Stream

NORTH CAROLINA

Buncombe Co.
Cumberland Co.
Gaston Co.
Johnston Co., Smithfield
New Hanover Co., Wilmington
Raleigh
Wake Co.

OHIO

Parma
Springfield

OREGON

Eugene
Salem

PENNSYLVANIA

Allentown
Reading
Scranton

Stratum 4 (cont'd)

RHODE ISLAND

Warwick

SOUTH CAROLINA

Cooper River, No. Charleston
Horry Co., Conway

SOUTH DAKOTA

Sioux Falls

TENNESSEE

Sullivan Co.

TEXAS

Abilene
Beaumont
Midland
Port Arthur
Wichita Falls

UTAH

Davis Co.
Ogden

VIRGINIA

Alexandria
Hampton
Roanoke

WASHINGTON

Edmonds

WEST VIRGINIA

Logan Co.
Wood Co., Parkersburg

Stratum 5 (400-599 teachers)

ALABAMA

Baldwin Co., Bay Minette
Calhoun Co.
Tuscaloosa

ALASKA

Anchorage

ARKANSAS

Fort Smith

CALIFORNIA

Bellflower
Covina Valley, Dist. Covina
Monterey
Pomona
Santa Monica
West Covina

COLORADO

Adams, Arapahoe Dist.
Adams Co.

CONNECTICUT

New Britain
Norwalk
West Hartford

FLORIDA

Bay Co., Panama City
Lake Co., Tavares
Lee Co., Ft. Myers
Manatee Co., Bradenton
Marion Co., Ocala
Sarasota Co.
Seminola Co., Sanford

Stratum 5 (cont'd)

GEORGIA

Clayton Co., Jonesboro
Houston Co., Perry

ILLINOIS

Elgin
Granite City

IOWA

Waterloo

MAINE

Portland

MASSACHUSETTS

Lynn
Somerville

MICHIGAN

Bay City
Birmingham
East Detroit
Jackson
Lincoln Park
Port Huron
Roseville
Taylor Twp.
Waterford Twp., Pontiac
Wayne

MISSOURI

Ritenour Dist., Overland
St. Joseph

MONTANA

Billings
Great Falls

NEW HAMPSHIRE

Manchester

NEW JERSEY

Hamilton Twp.

NEW MEXICO

Roswell

NEW YORK

Elmira
Schenectady

NORTH CAROLINA

Alamance Co., Graham
Durham
Harnett Co., Lillington
High Point
Nash Co., Nashville

OHIO

Cleveland Heights
Hamilton
Lorain
Middletown
Warren

OKLAHOMA

Lawton
Midwest City

PENNSYLVANIA

Altoona
Bethlehem

Stratum 5 (cont'd)

SOUTH CAROLINA

- Berkley Co., Moncks Corner
- Florence
- Rock Hill

SOUTH DAKOTA

- Rapid City

TEXAS

- Brownsville
- Edgewood Sit.
- Harlandale Dist., San Antonio
- Laredo
- Tyler

UTAH

- Alpine Dist., American Fork
- Weber Co.

VIRGINIA

- Lynchburg
- Prince William Co., Manassas
- Roanoke Co.

WASHINGTON

- Bellevue, Clover Park Dist.
  - Lakewood Center
- Everett
- Yakima

WEST VIRGINIA

- Harrison Co., Clarksburg
- Marion Co., Fairmont
- Mingo Co., Williamson

WYOMING

- Casper (Midwest Dist.)
- Cheyenne